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ABSTRACT

This document reports on a demonstration project using older volunteers in community service in one area of a large city. Questions for which answers were sought include: (1) What type of activities might older adults be given that would be both meaningful and useful; (2) What kinds of community agencies would use the services of volunteers most effectively; (3) How can older adults be motivated in the direction of community service; (4) How can those who will benefit from volunteer service be recruited and retained; and (5) What sort of volunteer workers will older persons be? An exploratory survey was conducted to: (1) gather data about the older adult population in the area, (2) determine what opportunities were available for older volunteers in health, welfare, and educational and cultural agencies, and (3) assess the potential for recruiting older adults. Findings include: (1) Older persons are willing and able to volunteer on a regular basis if agency needs are real, if appropriate assignments are available, if transportation is provided, and if staff leadership is present on an ongoing basis; (2) Volunteers of low socioeconomic status can be recruited and retained; (3) Persons in their seventies had excellent attendance and a high retention rate; (4) Most volunteers functioned consistently and well; (5) The major reasons for volunteering were need for social contacts and to find a useful and satisfying instrumental role; (6) A program of volunteer service requires step-by-step development over a period of time and grows out of a personal appeal. (CK)

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serve:

OLDER VOLUNTEERS IN COMMUNITY SERVICE

a new role and a new resource

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serve

SERVE AND
ENRICH
RETIREMENT BY
VOLUNTEER
EXPERIENCE

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COMMUNITY SERVICE SOCIETY OF NEW YORK

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SERVE: Older Volunteers in Community Service

A New Role and a New Resource

A Research and Demonstration Project
Conducted by the
Committee on Aging, Department of Public Affairs
Community Service Society of New York

Partially supported by a Title IV Research and Demonstration grant, from the Administration on Aging, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, with matching funds provided by the Ittleson Family Foundation, the van Ameringen Foundation, inc., the Altman Foundation, other private foundations and individuals and Community Service Society.

Janet S. Sainer
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September 1971

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Janet S. Sainer
Mary L. Zander

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PART A - THE SERVE PROGRAM

I. GENESIS OF SERVE

During the twentieth century, the aged have assumed a new significance in our society. Dramatic growth in numbers has been accompanied by an equally dramatic increase in the life span. Projections for the future indicate that this trend will continue.

With such a growth in the older population comes an increase in the number and complexity of the problems which face them: insufficient income, multiplying health problems, inadequate housing, limited mobility, and lack of employment opportunities.

These physical and material problems are, in turn, intensified by the less tangible but nonetheless well-documented problems which come with retirement: loss of familiar roles, diminishing social contacts, increased isolation, and long hours of enforced leisure. During the retirement years, older persons must make a series of adjustments that affect their way of living, their status as persons in the community, and their self-esteem. Family ties are weakened as children grow up and leave home and as marital partners and siblings die. With job and family responsibilities at an end, it is the rare aged person who can carve a place for himself which he, his peers and younger persons alike regard with respect. No longer the breadwinner or the acknowledged head of the family, the average elderly individual has lost the role that he understands and the community respects; it is difficult for him to maintain his former self-image, and the community offers him little help in doing so.

How May Retirement Years Be Used Constructively?

The Committee on Aging, established in 1961 in the Department of Public Affairs of the Community Service Society of New York, is a citizens' committee charged with study and action aimed at the broad improvement of those community conditions, services and programs related to the aging. In pursuing the several avenues involved in this charge, the Committee noted that concern for the growing population of elderly persons is so focused on service for them that it tends to exclude the potential of service by them. Comparatively little attention is paid to the basic worry of many older persons themselves: How can they still be useful? Many retired individuals find no answer to this question and therefore become increasingly isolated with each passing year, especially if they live on small incomes which further limit opportunities for new experiences.

In an effort to determine how the retirement years could be used most constructively, the Committee in 1962 authorized a research study of some 250 older persons living in the Lower East Side of Manhattan to assess their capacity for and interest in either gainful or volunteer employment. The study found that 25 per cent of the men and women aged 60 to 74 years had some such interest,[1] but would require help and support in order to make use of their interest and abilities.

The study further pointed out that to open up either employment or volunteer opportunities for the majority of today's older adults is no small or easy task. Unemployment is fast becoming a chronic condition in the United States with 25,000 workers losing their jobs each week to automation and with the labor force growing twice as fast as the number of jobs. It was noted that volunteer service is most commonly engaged in by members of the middle and upper socioeconomic groups, and there are few openings for, and only modest experiments in, utilizing unskilled and inexperienced volunteers.

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[1] Aaron Rosenblatt, Older People on the Lower East Side: Their Interest in Employment and Volunteer Activities and Their General Characteristics (New York: Community Service Society, 1964).

Existing Volunteer Opportunities for Older Persons

As a social agency, CSS thought it could most appropriately and constructively direct its attention to how the older person might develop new roles and use his skills, energies and lifetime experience in volunteer service to his community. Therefore, as a next step, the CSS Committee on Aging in 1965 decided to review current programs and projects specifically concerned with volunteer opportunities for older persons.

Although older volunteers were working in many agencies and programs, as a rule these elderly persons had done so for many years and, having grown old on the job, had long been accepted in this role by the community and by themselves. A survey[2] conducted by CSS staff disclosed only a limited number of attempts--some 16 programs in different parts of the United States--that specifically aimed to provide opportunities for older adults to continue as active members of society by contributing their services to community improvement. On the whole these efforts represented small beginnings rather than full-fledged community programs. Many were experimental and short-lived. Nevertheless, the experience of three in particular provided invaluable information which enabled CSS to begin to think about the possibility of conducting a demonstration project.

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[2] Volunteer Opportunities for Older Adults: A Survey of Current Programs and Projects (New York: Community Service Society, 1965).

One of the early pioneers in this field was the National Council of Jewish Women, which had developed volunteer service programs by the aged in a number of communities across the nation. The prototype was a volunteer bureau in Philadelphia known as HELPMATE. There a large number of individual job opportunities were uncovered, but recruitment of older volunteers presented a problem.

Good Companion Volunteers of the Henry Street Settlement on the Lower East Side of Manhattan conducted a demonstration project to recruit, train and supervise older volunteers in a low-income neighborhood so that they could provide a variety of out-of-hospital individualized services for other elderly residents in their immediate neighborhood. They gave service to individuals referred by nearby hospitals, clinics and public housing managers as well as to their own club members. Weekly meetings of the volunteers were held to receive visiting assignments for the week to come, to review problems and to gain further insight in relation to their responsibilities.

Most significant were the findings and recommendations of the Brandeis University study[3] based upon a three-year research and demonstration project conducted in Newton, Massachusetts, in 1961-64 under a grant from the U.S. Public Health Service. Its aim had been to determine the nature and extent of the volunteer potential among older persons and the opportunities available to them for service in meeting the health-related needs of other older persons. Its major conclusions were that both manpower potential and agency opportunities were severely limited. This may have been due, at least in part, to the fact "that the demonstration community, largely a middle-to-upper-middle class residential area, is somewhat atypical,"[4] and that time was insufficient to develop the recruitment phase after the completion of the survey. In any event, interviews with older persons indicated that although manpower possibilities were evident, they needed to be fostered and specifically encouraged. It was also found that most agencies had little experience in using older volunteers, available job openings were likely to be routine and unattractive to the potential recruit and there was little desire to create new and challenging job opportunities. Despite these limitations the project staff commented, "A more insightful evaluation would lead to the conclusion that there is much more involved here that is worthy of further study than first appeared, that much has been learned upon which further work can be built, and that perhaps, if structure and method were modified, different results would be obtained."[5]

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[3] Robert Morris, Camille Lambert, Jr., and Mildred Guberman, New Roles for the Elderly, Papers on Social Welfare, No. 10, Brandeis University (Massachusetts: 1964).

Literature in the field of aging indicated two different points of view about the value of continued active involvement by older persons as well as the form this involvement should take. A widely discussed theory of disengagement tended to accept the withdrawal of the elderly as a normal process over time.[6] The activity theory stressed that continued social involvement was essential in meeting problems posed by a longer life span, the increasing pressure for early retirement, the diminution of family responsibility, and the consequent loss of familiar role and enforced leisure.[7]

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[4] Camille Lambert, Jr., Mildred Guberman and Robert Morris, "Reopening Doors to Community Participation for Older People: How Realistic?" Social Service Review, Vol. 38 (1964), No. 1, p. 43.

[5] C. Lambert, Jr., et al, op. cit., p. 44.

After extensive study of the ways in which older persons used their time, Robert Havighurst at the University of Chicago concluded that continued social participation and other activities are important to successful aging. In addition, he noted that for most persons several important satisfactions are the same in paid work and in free time activities. Both offer "opportunities for pleasure, to be creative, to be with friends, to have self-respect, to make time pass, to be of service to others, and to give prestige and popularity."[8]

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[6] Elaine Cumming and William E. Henry, Growing Old: The Process of Disengagement (New York: Basic Books, Inc., 1961); Elaine Cumming, "Further Thoughts on the Theory of Disengagement," International Social Science Journal, XV (1963), No. 3, p. 377.

[7] Ethel Shanas, Peter Townsend, Dorothy Wedderburn, Henning Friis, Poul Milhøj and Jan Stehouwer, Older People in Three Industrial Societies (New York: Atherton Press, 1968), p. 6.

[8] Robert J. Havighurst, "The Nature and Values of Meaningful Free Time Activity," in Robert W. Kleemeier (ed.), Aging and Leisure (New York: Oxford University Press, 1961), p. 317.

Implications for a New Project

The broad overview of existing programs and literature in the field, with both its positive and its negative aspects, presented a challenge to try to find new ways to make life in the retirement years more productive and more fulfilling. Therefore, the decision was made by the Committee on Aging in May 1965 to see if it would be possible to develop a demonstration project using older volunteers in community service in one area of New York City in order to answer such questions as:

.... What type of activities and responsibilities might older adults be given that would have real meaning for them and be useful to their community and the agency they would serve?

.... What kinds of community agencies and organizations would use the services of volunteers most effectively?

.... Do older adults really want to be volunteers in community service activities? How can they be motivated in this direction?

.... How can those who will benefit from volunteer service be recruited and retained? What techniques should be used? How should such programs be structured?

.... What sort of volunteer workers will older persons be? What kinds of assignments will interest them most? Will they be reliable and responsible?

II. AN EXPLORATION BECOMES A PILOT PROGRAM

The time had now arrived to select an area within New York City and to determine whether the community, the agencies, and the elderly residents themselves would be receptive to the establishment of a program of volunteer service by older persons. Although it was hoped that this would subsequently lead to a full-scale demonstration project, the pitfalls of previous programs and some of their negative conclusions indicated the wisdom of a cautious approach. It seemed desirable to move slowly in order to test community needs and interest and to build a firm foundation.

Selection of the Site

After initial consideration of two or three areas in New York City, a member of the Committee on Aging suggested that Staten Island might well provide an appropriate setting.

Although Staten Island (Richmond County) had been one of the five boroughs of the City since the 1890's, and had some urban areas, it was not large-city in character and several sections were still rural. Since the Island resembled other communities in the rest of the nation more closely than did New York City generally, it was hoped that a program there would be more relevant to other geographic areas.

The Island might be considered a typical community, with a total population of 262,000 in 1965 and an elderly population aged 60 and over of about 35,000; with the usual variety of health and welfare agencies and a few large institutions serving a broader area than the borough itself; with characteristics and needs comparable to those of many communities; and with a broadly interested and widely read local newspaper.

Late in 1965 it was agreed to assign the Staff Assistant for Aging of the Department of Public Affairs half-time, and a second-year social work student three days a week, to explore the possibilities for volunteer service by older persons on Staten Island. Decision was made to confine this exploration to a six-month period and then to determine whether or not to establish a broad demonstration project.

An exploratory survey was seen both as a way to gather needed information about Staten Island and as a first step in moving into the community and developing relationships with lay and professional individuals and groups. The Community Service Society had no defined role on the Island, since Richmond was not one of the boroughs served under its direct service program to families and individuals.* Therefore, CSS had no working relationships on Staten Island and only limited firsthand information about its social and community structure and the characteristics of its older population.

There was no volunteer bureau on Staten Island, and each agency sought to meet its own volunteer needs. However, the Staten Island Community Chest and Council had an interested and active Committee on Aging composed primarily of professional representatives of some 20 organizations and agencies concerned with aging persons. This group was interested in the undertaking and offered its cooperation even though it lacked the funds and the professional personnel for active partnership. The Chest and Council had no way of knowing in advance how the Staten Island community would respond to a volunteer demonstration project, however carefully it might be tailored to apparent need. It therefore agreed on the value of a preliminary survey and offered to sponsor this effort by CSS. Thus all correspondence was sent under the auspices and on the letterhead of the Chest and Council, which also made appropriate lists available, as well as desk space, telephone service, and some secretarial assistance.

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*The CSS regularly served Manhattan, the Bronx and Queens, while other family and community agencies served Brooklyn and Richmond.

At this time the CSS Committee on Aging and staff had no predetermined plan or method of operation for a demonstration program. They were agreed, however, on the basic premise that involvement in community service had potential value for an older person and that this type of activity might play a significant role when the status and satisfactions of a work, career or family-raising role were no longer available. They believed that if this new role were to be developed to its fullest potential, it would require primary focus on the interest, skills, and welfare of the older persons themselves and the enrichment of their later years.

Exploratory Survey: December 1965-April 1966

The exploratory survey concentrated on three distinct areas, although work related to each of the three was carried out in overlapping periods in order to finish within the proposed six-month period. The survey aimed to:

.... gather data about the older adult population on Staten Island (December 1965-April 1966);

.... determine what opportunities were available for older volunteers in health, welfare, educational and cultural agencies (December 1965); and

.... assess the potential for recruiting older adults (January-March 1966).

Staten Island and Its Older Population

Data was gathered in 1965-66 by Community Service Society staff from the 1960 Census and community studies and compiled into a summary report for the purposes of the exploratory survey.* It was found that Staten Island's population, unlike that of most of New York City, had been increasing in recent years.

Age composition followed that of the city and the nation with the most marked gain in the youngest and oldest age groups. The population had certain distinctive characteristics which contrasted with that of the rest of the city: a more substantial number of Roman Catholics (61% vs. 48%), more Protestants (34% vs. 23%); many persons of Italian descent, and only a small proportion of non-white and Puerto Rican residents.

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*Blanche Brody, The Older Population of Staten Island: a Summary Report (New York: Community Service Society, 1966).

Older persons were well represented in the population. Between 1950 and 1960, residents age 60 and over increased by 26.3 per cent, from 23,760 to 30,011. Annual growth since 1960 was 2.9 per cent, close to 1,000 per year. Age levels were comparable to the older population in the city as a whole.

Income and education were also similar to those of the rest of New York City's elderly population. Median income was $2,261: approximately 60 per cent had less than $3,000 a year to live on, and of these almost three-quarters (73.3%) of the women and one-quarter (23.7%) of the men either lacked income or had less than $1,000 annually. The median number of school years completed by persons 65 and over was a little more than eight. Thirteen per cent had no formal schooling, while fewer than one-quarter had attended high school, and six per cent had gone on to college.

Significant for program planning was the fact that nearly half of the persons age 65 and over (9,884) lived in two adjacent sections of the Island--the Northeast Shore and the Port Richmond-Mariner's Harbor areas. In the Northeast Shore area, the historic municipal ferries connect St. George, the Island's largest "city," with the lower tip of Manhattan. Both areas are comparatively densely populated.

Although the South Beach-New Dorp-Great Kills communities had a substantial number of persons 65 and over in 1960 (4,309), their homes were scattered.

In 1965, 967 persons 60 years and older lived as household heads and spouses in the seven public housing projects then on Staten Island. This number was rising as more units for older adults were made available.

Determining Opportunities for Volunteer Service

During the period when data on the older population were being gathered in order to determine manpower potential and characteristics, steps also were taken to find out in what areas and to what extent the services of older volunteers could be used constructively.

For this purpose, CSS staff prepared a letter and a simple one-page questionnaire which was sent to 59 agencies on the letterhead of the Staten Island Community Chest and Council and over the signature of its executive director. The letter, dated December 7, 1965, stated in part:

> As you know, there is increased interest throughout the country in volunteer service by persons of all ages. The question of using retirees in community service has occupied the minds of many, who believe that their time, talent and experience could be useful in augmenting the services now given by many devoted volunteers.
>
> The Committee on Aging of the Staten Island Community Chest and Council has been studying these questions during the past year. Recently we have been working with the Department of Public Affairs of Community Service Society of New York, exploring how this problem can be dealt with specifically on Staten Island, where some 35,000 persons 60 years of age and over now live.
>
> We have decided to start in a limited way through an exploratory survey and if this shows promise of yielding results beneficial to the community and to older adults, we hope to conduct a broader and more intensive program to recruit older volunteers as part of a demonstration project. At the moment we want to determine what the opportunities for volunteer service are on the Island which might be met by the mature adult who has recently retired or is about to retire. This exploratory survey will be conducted by Community Service Society in cooperation with the Staten Island Community Chest and Council.

The appended questionnaire* asked each agency about its current use of volunteers--if any--their age range, their assignments, and the agency's recruitment methods. It also asked if the agency needed more volunteers, and if it wished any help in recruitment, training, or on-the-job supervision. Simultaneously, a news story on the inquiry and the reasons for it was published in the daily newspaper, the Staten Island Advance. Thus, the community was informed of CSS plans for an exploratory survey which, if results were positive, included the possibility that a broad demonstration project would be established.

During this time, CSS staff presented the plans at meetings of the several Chest and Council committees, whose members were largely from the professional community. At the same time, staff met with agency personnel to discuss the questionnaire and to determine in person which agencies were most likely to need and want volunteers, and to use them advantageously. Written answers to the questionnaire were not deemed sufficient; it was important to get a "feel" of the specific opportunities that were readily available as well as the attitudes of agencies toward the use of older volunteers.

Forty agencies replied to the inquiry and 29 of these said that they currently used volunteers. The 11 agencies which had no volunteer programs attributed this to a number of reasons: insufficient staff to recruit, train or supervise; agency policy; need for highly specialized professional skill; and, in one case, discouraging experience with undependable volunteers. Two of the 11 agencies, however, expressed interest in developing programs.

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*Appendix A.

Hospitals and other residential institutions comprised the majority of the 29 agencies which were using volunteers, with the balance distributed fairly equally among cultural, educational, recreational, and social service agencies. Approximately one-third of the current volunteers were reported to be over 55 years of age. Twenty-five agencies indicated they would like help in recruitment; 12 noted need for guidance in developing necessary orientation and training; eight wanted help in supervision. All but one of the 29 agencies reported that they could use additional volunteers. Most of their recruitment was being conducted by word of mouth.

Although the survey indicated a wide range of potential volunteer job assignments, personal follow-up by CSS staff revealed that some of these were unrealistic and either were projected without relation to staff time or interest, or were seen as single task roles requiring highly specialized skills. Visits to and discussion with agency personnel, however, pointed up the necessity for project staff to carry an ongoing role in evolving and defining new, creative opportunities that would take account of the interest, skills and past experience of older persons.

Most encouraging was the response of Willowbrook State School, a residential institution for the mentally retarded of all ages. There the volunteer director said in response to the question of how many volunteers she could use, "We have 6,000 residents, we could use 6,000 volunteers."

Assessing the Potential for Recruitment

Now it was time to try to reach the older person directly and to interest him in volunteer service. In view of the identification in the Brandeis study of the inherent difficulties in recruiting older persons, it appeared that a realistic test of volunteer availability could not be carried out merely by asking people if they might wish to participate in a program which might come into existence ten months or a year later. The decision was made, therefore, to try to recruit a group of volunteers for one limited area of service in order to determine their interest and readiness to take regular volunteer assignments.

But how to go about it? How to reach out? How to motivate older persons to volunteer? First it was essential for CSS staff literally to go to the areas where older people lived and to see what community resources and facilities were available and what local cooperation might be sought. Even though it was evident that in order to recruit a group of people it would be necessary to get them together to hear the message that had to be told, the question was "what would bring them together?" It was recognized that since volunteer service was not a familiar experience for most older persons, simply asking people to come to a meeting to hear about volunteer needs in the community would not attract them. It was necessary to offer a program that was more in keeping with their interests and their needs and perhaps to give them a service before asking them to give service to others.

As it happened, the Medicare program was about to go into effect and the local Social Security Office was eager to reach as many older persons as possible and to inform them of the new benefits to which they were entitled if they signed up before March 31, 1966, when the first opportunity for enrollment would expire. CSS staff offered to organize neighborhood meetings at which older persons would hear about the Medicare Program.[*] Social Security staff would come to the meeting to tell individuals about the new benefits, answer their questions, and help them sign up once the program had been described. In addition, each neighborhood meeting would include a presentation by CSS staff about the findings of the survey on volunteer opportunities and the need of the community for their services.

In consultation with the New York City Department of Social Services (Bureau of Special Services and its Division of Senior Centers) and with local Housing Authority officials and the Social Security Administration, CSS staff selected a few neighborhoods and scheduled meetings through the months of January and February to bring this message to as many older persons as possible. Basic sponsorship of the meetings was carried by these groups as well as by the Staten Island Community Chest and Council. In addition, in each neighborhood, this sponsorship was expanded to include a selected agency based in that locality. Where there was a local neighborhood council, its cooperation was obtained; in other localities co-sponsors were the public schools, a civic board, a community center, or a senior center.

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[*] Subsequently, when the "Medicare Alert" program was established on Staten Island, it was able to build upon this pattern of neighborhood meetings.

Reaching-Out Techniques

All methods of reaching older persons were used. A memorandum signed by the chairman of the Committee on Aging of the Community Chest and Council announced "two new programs of service _for_ and _by_ retirement-age residents of Staten Island." Copies were circulated to community leaders. A more personalized adaptation was sent to older individuals whenever names could be obtained from housing managers, senior center directors, religious leaders, and local officials. Posters from the Social Security Administration were placed in churches, community centers, drug stores, elevators in apartment houses, and in store windows. Each neighborhood was saturated with as much visual publicity as possible.

CSS staff assumed responsibility for the many arrangements and details for these meetings--both for the formal program and for the social and informal atmosphere in which it was to be conducted. Each meeting was handled individually and concentration was placed on one neighborhood at a time.

As the older persons arrived at the neighborhood meetings, each one was welcomed by a committee representing the sponsoring groups and each one signed the guest register. Every program opened with the Social Security presentation. This was followed by a report on the volunteer survey. Recognizing the need to encourage older persons present to take immediate concrete steps toward participation, staff had previously arranged for the volunteer director of one selected agency to attend the meeting in order to describe the specific ways in which older persons could be used and to convince the group how very much they were needed.

In some neighborhoods, a choice of more than one placement agency was offered. However, even at this early date it was evident that confining the presentation to the needs of one agency and stressing the varied opportunities it could offer was more effective than developing the general concept of the need for volunteers in many settings. In addition, it was apparent that a great deal of CSS staff time was required to develop an effective program in the placement agency, and that the two months remaining for the exploratory survey precluded careful backup and preparation with more than one.

In January, before any of the neighborhood meetings had been held, CSS staff already recognized that no volunteer service by a substantial number of individuals would be possible without the provision of transportation. Staff therefore requested and received limited funds from CSS for this purpose. Since transportation would be practical and economically feasible only if it were provided on a group basis, an additional decision was made to recruit a number of individuals all of whom could be picked up in one geographic location and taken to one agency on a designated day of the week.

It was natural that Willowbrook State School should become the focus for the pilot program because of its size,* its need for a substantial number of volunteers, the possibility of individualized placement of a large number on a single day, and the variety of opportunities for service. The interest of top administration, the outstanding qualities of the director of volunteers, the competence and availability of supervisory staff, and the ability and willingness of the School to provide lunch and meeting space were other important and valuable factors. Chartered bus transportation was needed to reach Willowbrook because of its inaccessibility by public transportation and because the buildings where the volunteers would work were widely separated. The fact that CSS could provide this was another advantage: it was in the bus that older persons got their first taste of being members of a new group--a group of volunteers.

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*6000 beds, later reduced to 5500.

Tour-and-See Plan

Arrangements had been made prior to each neighborhood recruitment meeting for a tour of Willowbrook by the potential volunteers during the following week.

Weeks before any recruitment meetings were held the staff of the senior centers was brought on a tour in order to create a receptivity to the program and to counteract the community's negative attitudes toward Willowbrook State School. These attitudes grew out of the fact that retardation in itself can be unattractive and even frightening; that the institution had received adverse publicity because of previous overcrowded conditions; and that although it was on the Island, it was not viewed as a local agency because it served a widely drawn population. If the senior center directors and other leaders working with older persons had not been convinced that service at Willowbrook would be important and valuable, they might have discouraged their members from participating.

At the meeting, after the volunteer director had described the Willowbrook program and its need for volunteers, CSS staff asked those who wanted to visit to sign up for the tour to see for themselves how and where they could be used. There was no commitment to become a volunteer. A bus would pick them up at the senior center or agency in which the meeting was held. The business of the meeting was thus completed. However, during the refreshment period that followed, CSS staff and the volunteer director talked to individuals on an informal basis to encourage their personal participation.

In essence this was the format of each of the neighborhood recruitment meetings. Attendance ranged from 50 to 200 at each of five such meetings and resulted in two tours by a total of 55 potential volunteers. Plans for each bus tour had been worked out in careful detail with the volunteer director at Willowbrook in order to present activities that would be appealing to older persons. Because the population whom the institution serves is not only retarded but physically handicapped and often unappealing, it was vital that volunteers should see and understand exactly where their services could be used. Therefore, the tour emphasized these spots and enough of the institution to clarify its purpose and aim.

It was important to consider the sequence as well as the content of the tour in which potential volunteers would see and learn about Willowbrook. Thus, they were taken first to see those activities which would be most familiar to them--and probably most appealing--such as the sewing rooms and the occupational therapy shops where arts and crafts were being taught to the residents. But it was agreed by all those involved in the planning that the tour should include the children's wards despite all their apparent difficulties, and these areas were visited at the conclusion of the morning.

After the tour the group was served a hot lunch in a staff dining room. At the group meeting held after lunch in the same room, those who were interested were asked to sign up for service and to give both a first and a second choice of assignments. It was announced that group transportation would be provided regularly if a sufficient number of older persons was recruited to serve every week. The program would start no later than two weeks hence, on the same day of the week as the tour. Pickup would be made at the location where the original community meeting had been held.

Twenty to 30 individuals attended each tour and it was hoped that 15 to 20 volunteers would enroll for the initial group which could then be used as a nucleus, with additional volunteers to be added as interest spread in the community. As it turned out, a total of 23 living in two different neighborhoods signed up for volunteer service. The bus made a stop at one location in each of these neighborhoods, and this combined group formed the core of the Monday Willowbrook volunteers.

After the tour, during the same week, the Willowbrook director of volunteers or a CSS staff member or both met with each volunteer who had agreed to serve. The interviews were held in the housing project or the senior center in the neighborhood in which the older person lived. At these meetings assignments were confirmed on the basis of staff knowledge of available openings and the preferences of the specific volunteer.

What had started as an exploratory survey was in fact becoming an operational program. Volunteers really had been recruited; they were ready to go to work; a program was about to be launched.

The Pilot Program: Volunteering at Willowbrook

On Monday, March 7, 1966, once-a-week service was initiated at Willowbrook, with 23 older adults participating--seven men and 16 women. Shortly after 9 a.m. they reported at two of the senior centers located in the areas where the recruitment meetings had been held, and a chartered bus, with the CSS staff member aboard, conveyed them to Willowbrook. On that first Monday, each volunteer was taken individually to the department where he had chosen to work and to which he had been assigned at the time of his personal interview. He was introduced to his supervisor who explained his specific assignment. By the end of the morning, the volunteers were at work:

5 in the sewing room making nightgowns for patients

4 in the warehouse sorting donated pairs of shoes

4 in occupational therapy preparing craft materials for the patients

2 in the woodwork shop assisting in carpentry and painting

1 in the Social Service Department helping process intake records

7 were in direct patient services:

- 3 men in the adolescent boys' game room teaching and playing games with the patients
- 2 in the baby building serving as weekly "grandparents" to four selected children needing individual attention
- 1 with a group of blind adolescent girls, singing, reading, and teaching simple handwork
- 1 in the children's building as a teacher aide with a small special class

At 12:15 they all gathered for lunch, followed by group discussion and informal reporting on individual assignments. The comments reflected a sense of accomplishment and satisfaction. CSS staff noted with pleasure that attendance was maintained at a high level during the first several weeks--and indeed some new recruits were added.

By May 31, as a result of continuing follow-up of those who had taken a tour but had not originally signed up for service, and as a result of recruitment of friends by the original volunteers, 52 older persons--eight men and 44 women between the ages of 62 and 80--were serving as regular volunteers at Willowbrook. Their satisfaction in what they were doing was reflected in what they were saying on the bus, at the noon meetings, and back at their senior centers, churches, and housing projects: "I see there is so much help needed and so much can be done, and it makes me feel good to be able to help a little. . . ." "I can't wait for Monday to come. . . ." "The thought of trying to help someone has made me very happy, because I have quite a lot of spare time. And the friendship, the joy I receive doing this is very helpful to me. . . ." "The supervisors are the loveliest people and so are the cafeteria ladies, the chef, and the bus driver. God bless them all. . . ."

During the spring, CSS considered suspending the program for the summer in order to plan systematic next steps, to develop a demonstration project proposal and to seek funds to carry out an extended program. But the volunteers were dismayed. They did not want to take the summer off.

In addition, the Willowbrook director of volunteers wrote CSS expressing her pleasure about the program which CSS had made possible.

> Without the bus service which the Community Service Society has provided for the senior citizens, the program would never have developed. Most of the older citizens do not have the physical stamina needed to wait in the wet and cold for our very inadequate transportation service, and to take the many transfers necessary to reach the School. . . . All of the volunteers have been most enthusiastic, except three individuals who had to be reassigned because of being overtaxed by the children with whom they worked. At present they seem to have adjusted quite well. In fact, the only complaint that is expressed by all of these people is that they are not giving enough hours to the program. . . . The senior citizens have also become our ambassadors to the community, and as a result of their comments to friends and neighbors, many other people have volunteered their services. . . .

Accordingly, CSS arranged to carry what it called a "holding operation," by providing one-day-a-week staff service and transportation for the ensuing months. Simultaneously it prepared a proposal for funding to submit to the Administration on Aging and sought foundation and individual support for a research and demonstration project. For the time being, activities with other agencies and recruitment of additional volunteers were held in abeyance.

III. SERVE IS FORMALLY LAUNCHED

The exploratory survey which had developed into a testing pilot program was invaluable for future planning. The experience obtained during that six-month period, as well as the findings of projects conducted elsewhere, strongly affected the form and substance of the demonstration project proposal. The primary objectives still remained, of course, to pinpoint and test various methods of stimulating participation of older adults in service to the community and of promoting wider community acceptance of the potential contribution of this age group.

In order to sustain the momentum generated by the initial pilot program, it was necessary to act quickly to prepare a demonstration project proposal, obtain CSS formal approval, and seek necessary funds. CSS policy did not permit absorption within its operating budget of the total cost of demonstration projects and therefore the bulk of the required financing had to be sought outside the agency.

By August 1, 1966, the proposal for a three-year research demonstration project on Staten Island for "Older Volunteers in Community Service" was submitted for a Title IV grant from the Administration on Aging of the U.S. Department of Health, Education, and Welfare. The proposal was also submitted to a number of foundations to elicit their interest and support. Members of the Committee on Aging, as well as staff, devoted themselves to fund raising efforts with the aid of the Society's Department of Public Relations and Support. It was hoped that funding would be assured some time between October and December.

The broad goal of the proposed project was the creation of a useful and satisfying role for older persons through needed and important volunteer service in community agencies. An innovative feature was the planned utilization of group methods to recruit, place, train and retrain older men and women as volunteers.

The Service Plan

In brief, the service plan as stated in the original proposal was to establish volunteer programs in selected agencies, and to tailor the structure of each program to its specific setting. This would involve:

.... commitment by an agency to develop placement opportunities for one or more groups of older adults and to provide regular and continued supervision;

.... organization by the project staff of a group of older adults, including recruits from community groups and unaffiliated persons, to give service on a regular basis to each agency that developed an older adult volunteer group program;

.... initial involvement of project staff to develop specific placement opportunities; to recruit older persons qualified for the available jobs; to be responsible for initial screening; to plan, coordinate, and if necessary conduct specialized training programs suitable to the selected agency; to help retain older persons in volunteer service and insure the maximum use of their potential;

.... reduction of project staff involvement as the volunteer program became established and as a plan was developed in each agency to ensure continuity.

The proposal estimated that 200 older men and women would be recruited for service during the first year and that 100 more would be added in each of the two succeeding years.

SERVE

In November 1966, approval of an Administration on Aging grant was received. Before the close of the year, gifts from private foundations and individuals made up the matching amount needed to conduct the demonstration project.

Within another month, suitable office space was leased one block from the bus terminal and accessible by public transportation from all parts of the Island. Moving day came in early February. Four staff members to be based on Staten Island were employed: two community relations workers, a secretary and an office assistant whose efforts would be devoted largely to statistical recording and attendance record keeping. Staff also included a full-time research specialist from the CSS Institute of Welfare Research. The Staff Assistant for Aging (who had been responsible for the exploratory survey and the pilot program) was named project director, continuing as a permanent member of the CSS staff, but devoting most of her time to the development and supervision of the project. Costs for the service aspect of the program (not including research) were estimated at some $50,000 annually.

It was at this time that it became essential to identify the project by name, and the word SERVE, an acronym for "Serve and Enrich Retirement by Volunteer Experience" became the official title. News announcements and feature stories appeared in the local papers, and a fact sheet about the project was prepared for distribution primarily on Staten Island.

Thus SERVE emerged as an independent entity, no longer an official part of the Staten Island Community Chest and Council. However, the success of this new operation in large degree would depend upon the active cooperation of the many social, health, and welfare agencies on the Island.

Initial Guidelines for the Demonstration Project

Certain basic assumptions had been developed by this time which were to be the initial guidelines for the operation of the new project. Among these were:

.... Interpretation of the potential value of volunteer service by the elderly was necessary in order to encourage agencies throughout the community to recognize that older persons were capable and reliable, that their skills could be used effectively in volunteer job assignments, and that they had available time which would be used productively for the agency and the community as well as for themselves.

.... Agreement with the Brandeis Study that no one project could focus simultaneously on two equal goals. Therefore, the SERVE program would put major emphasis on meeting the needs and interests of older persons rather than on primarily meeting the needs of the placement agencies.* It was anticipated that both volunteers and agencies would benefit from this approach.

.... A group approach to volunteer service would be important to help create satisfaction for the volunteer and a more effective job for the agency. The specific techniques and methods of implementing this approach in recruitment, placement, training and retention would be worked out as the project developed. Literature in the field of aging and social group work, as well as actual experience, strengthened this conviction.

.... Local needs indicated interest in regular service volunteers. Therefore the project would seek to involve older volunteers in direct service to the community on a weekly or bi-weekly basis as contrasted to occasional special events volunteers, or short-term volunteers.

.... Inaccessibility of certain agencies and institutions as well as the diminishing strengths of older persons demanded that transportation be made available if volunteer activity was to

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*Throughout this report the term "placement agency" denotes an institution, agency or community program to which SERVE volunteers were assigned.

> take place. The importance of making this availability known to potential volunteers prior to recruitment had been documented by the exploratory program. Actual provision of group transportation was the most practical and feasible approach. This should not be confused with the simple payment of carfare which would cover out-of-pocket costs but would not solve the difficulties in using inadequate and time-consuming public transportation.

Experience during the next three years would reveal many additional factors which would provide clues to the most effective techniques of recruiting, placing, training and retaining older volunteers in service to the community and would further substantiate the initial conviction that such activities represent appropriate and satisfying roles in retirement.

IV. GAINING COMMUNITY SUPPORT

It is obvious that success in recruitment for a volunteer service program by older persons is essential to the operation of a volunteer program. It is perhaps less obvious that a number of activities are required to gain and sustain community support, to set the stage for recruitment and, subsequently, to maintain interest and participation.

In preparing the foundation for the SERVE program as a whole, as well as for each of the SERVE projects in individual agencies, community support activities on three levels were found to be necessary:

.... interpretation of the SERVE program in the overall community;

.... preparation of placement agencies to help them be ready to receive the volunteers;

.... development of a direct relationship with those individuals and groups who had access to, and influence upon the older person.

Interpretation to the Community

SERVE was predicated on the concept that a total community would benefit from a strong program of regular volunteer service by older persons in agencies and community programs. Therefore, a springboard for success lay in community attitude: an appreciation of the contribution that could be made by older persons; the need to encourage them to participate more fully in community affairs; the value of increased use of their time, experience and ability in volunteer service; and an understanding of the role of SERVE. Efforts to create such an attitude were conducted in a number of ways:

.... continuing personal interpretation by SERVE staff of these concepts both directly and indirectly to community leaders, agency executives and their staffs;

.... participation of SERVE staff in all kinds of community meetings as speakers about SERVE or about aging--meetings which were not necessarily directed to the older population;

.... involvement of staff as members of various community organizations so that their experience could be useful to other agencies interested in programs for the aging;

.... newspaper articles in the local press describing SERVE, its goals and purposes and, subsequently, its progress as each project was developed;

.... placement of posters and SERVE brochures--"You are Needed to Serve on Staten Island"--in central places such as the Social Security office, libraries, doctors' offices, senior centers, community rooms and elevators in housing projects, local stores and banks, hospital clinic waiting rooms, and buses;

.... regular tours by community leaders of Willowbrook and other agencies to see SERVE volunteers in action.

Other community-wide activities sponsored by SERVE also helped to influence community attitudes and to create a better understanding of SERVE. The annual Tribute Day in particular had an important impact. Community leaders from all parts of the Island were invited to the ceremonies which honored SERVE volunteers. Here they were able to see the scope and the character of the program, the high esteem in which it was held by public officials and its importance to the volunteers.

The SERVE Newsletter, sent four times a year to a mailing list of more than 3500 individuals and agencies* across the nation, described the various SERVE programs and included photographs of the volunteers "at work." This six-page publication was an important tool in informing the Staten Island community, as well as others, about the range of activities and the variety of agencies in which the older volunteers of Staten Island were giving service.

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*As of December 1969.

In the interpretation of the project, staff stressed that SERVE's aim was to help individual agencies build and expand their own volunteer programs and that in no sense was it in competition with any existing agency. SERVE did not recruit for itself, but for established agencies or for special new community programs when the need for such a program was demonstrated. That basic fact was constantly emphasized at all conferences, meetings and interviews with individuals.

These activities were essential in the early stages of SERVE when the program and its staff were little known. They remained equally important later on to interpret new programs as they came into being, and to help sustain the SERVE image and prestige which became such a significant factor in retention. Although they could not be expected themselves to result in direct recruitment, they helped to prepare the way for these efforts which were subsequently conducted by SERVE staff.

Selection and Preparation of Placement Agencies

Concurrently, steps were taken to persuade community agencies of the value of senior volunteers and to select those agencies which would be most receptive to, and most capable of, taking on the responsibilities of a SERVE program.

In selecting such agencies, two requisites had to be satisfied: the agency had to have a real and visible need for volunteers, and its administrative staff had to be ready to conduct a program using a group of older volunteers. In each instance, SERVE staff also evaluated whether the agency was able to utilize a number of volunteers on one day in a variety of assignments. The group did not have to be large and the assignments would be individual, but the concept of placing a selected number on one day so they could meet together, be trained together and develop identification as a group was the essential core of the SERVE program.

Once an agency was selected, it was necessary first to explore whether the specific assignments available were broad enough to fit the needs and skills and to accommodate to the occasional physical limitations of the many older persons who might be interested in volunteering. Secondly, it was necessary to help the agency work out these assignments in detail or perhaps to develop new ones.

Many specifics had to be determined. Was the volunteer director available for overall supervision of a SERVE program including participation in the group meeting on the assignment day? Was there sufficient space for the group meeting? Could the agency provide lunch when volunteers worked through the mid-day hour? Would line staff be receptive to volunteer involvement in their areas of responsibility? If transportation to the selected agency was necessary, an appropriate arrangement had to be worked out.

As might be expected, not every agency was able or willing to meet the essential requirements of a SERVE program. However, there were many which either met the requirements in full, or which, jointly with SERVE staff, worked out adaptations that were satisfactory to them without sacrificing the needs of the volunteers.

During the course of the project, these steps were carried out with each of the agencies with which SERVE developed a program before volunteers were recruited. Thus, when the time for recruitment came, the prospective volunteers could be told in what agencies their services were needed, what the available assignments were, and what provision had been made for transportation to and from the agency on a regular weekly schedule.

Reaching Those in Contact with Older Persons

A third activity involved seeking the support of those individuals who were in regular contact with and had influence upon older persons. The cooperation of religious leaders, senior center directors, housing managers, family members of the potential volunteers, physicians, staff of family service agencies and the Department of Social Services, Social Security personnel, as well as indigenous leaders of older persons' groups constituted an important link in the interpretation of the program and ultimately in the recruitment of older volunteers. Tacit approval on their part was not sufficient. Their active involvement and clear expression of interest were needed to help reach and affect the individual older person.

SERVE staff therefore devoted considerable time and effort to the development of relationships with these key persons to inform them about the SERVE program in order to elicit their interest and support. Meetings were held with individuals and, in addition, special functions were organized to bring groups of leaders together.

One example of this activity was a pastor-layman's luncheon held at Willowbrook State School to show the pilot program in action. Another was an individual meeting with the Roman Catholic Vicar of Staten Island in order to describe and interpret SERVE. Both of these efforts led to individual contacts with a few local ministers and priests who were subsequently very helpful even though the meetings themselves did not result in immediate direct recruitment.

On the other hand, a meeting with top staff of the New York City Department of Social Services responsible for the operation of the senior centers on Staten Island was followed by a session with the local center directors themselves. Here concrete plans were made to involve the older persons with whom these directors had personal contact.

Incorporation of SERVE as One of the Activities of an Older Adult Group

Incorporation of SERVE activities as an integral part of a retiree group program on one selected day of the week was an important approach in the development of a SERVE program. Throughout the demonstration period, staff encouraged senior centers, clubs and church groups to include volunteer service for others at an outside community agency as part of their regular activity schedule, and to provide staff for this as they might for other parts of the program.

SERVE staff made efforts to select a specific day of the week that would be satisfactory to the center director, the church leader or the indigenous leader of a retiree group, and that would not conflict with other aspects of program.

It was found that the degree of acceptance of SERVE as an ongoing part of a weekly activity program was largely dependent upon the attitude of the club's leadership. When there was resistance and even discouragement--either subtle or overt--the results were similarly discouraging.

This was equally true in instances where efforts were made to involve a group from an older adult club as a unit maintaining its own identity within the SERVE program. Here again, unless leadership provided support for this approach, the identity of the retiree group as an entity did not materialize.

This reaching out--not only to older persons themselves but to those affecting them most closely--was an essential factor in convincing older persons that their services were needed and that they were capable of making an important contribution to the community. When the feeling of not being needed or wanted and the fear of being rebuffed were not counteracted by the encouragement of those with whom they were in regular contact, these feelings of inadequacy persisted.

SERVE experience showed that difficulties met in recruitment did not stem primarily from unwillingness on the part of older persons to serve. Contributing to these difficulties was the absence of the consistent support and encouragement which older persons are apt to look for from those most closely associated with them before trying something new. Some leaders feared that encouraging their members to participate in SERVE might diminish loyalty to, and identification with, their own organizations. Experience proved the opposite to be true. Where leadership gave its support, participation in SERVE not only enriched the program of the senior center or older adult group, but actually increased the loyalty and sense of belonging felt by existing members. Also, as a result of SERVE's effort to reach the unaffiliated in each neighborhood, older persons who joined SERVE as volunteers soon became new members of senior centers as well.

Just as a flexible, cooperative approach to SERVE benefited the placement agencies through an enrichment of agency services, so a similar approach on the part of retiree groups and senior centers led to broader satisfactions for individual members and a consequent increased sense of affiliation to, and identification with these groups.

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A broad program of community information and education about SERVE was essential not only at the start of the project when it was not well known, but throughout the entire demonstration period. Gaining support for the program from the community at large, from agency executives and their staffs, and from those who had constant contact with older persons, laid the groundwork for successful recruitment, helped secure placement opportunities, and was essential in achieving a high rate of retention of volunteers.

V. WHO THE VOLUNTEERS WERE AND WHERE THEY WORKED

During the three-year demonstration period, 642 men and women were enlisted and served actively as volunteers, more than half again as many as the 400 projected in the original proposal. Who were these volunteers? What were their backgrounds and characteristics? Although the answers to these questions are treated in detail in the research section of this report,* a summary review is pertinent here as a preface to discussion of other facets of the program.

Characteristics of the Volunteers

Detailed interviews with most of the volunteers indicated that:

.... they were older than the elderly population of the borough as a whole;

.... 17 per cent of the volunteer group were men;

.... nearly half of the women and one-fourth of the men lived alone;

.... almost two-thirds of the women were widowed, separated or divorced, which was almost one-fourth more than comparable figures for this age group in the general population;

.... one-third of the volunteers lived in private dwellings which they owned (a characteristic pattern on Staten Island), half were apartment dwellers (one-third in public housing) and the others lived in single rooms or were residents in a home for the aged;

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*Chapter XIV.

.... socioeconomic status was generally low; the majority of the men and women had worked in skilled, semi-skilled or unskilled occupations;

.... about one-third of the volunteers had not completed the eighth grade, approximately three-fourths had not finished high school, and only a very small percentage had gone to college;

.... health problems were mentioned by approximately one-half of the volunteers, but they did not think that these would interfere with their giving service;

.... few of the volunteers had ever done any volunteer work before.

On the whole, the SERVE volunteers on Staten Island were older, less healthy, less well educated, less prosperous, and less experienced than the traditional volunteer.

Where the Volunteers Served*

In selecting agencies which would welcome older adults, project staff reviewed each request in relation to its appropriateness for older volunteers within the SERVE concept of volunteering, as well as to the needs of each agency. This flexible approach led to volunteer placement in 27 different agencies, and assignment in many different kinds of job opportunities. What follows is a description of the relevant characteristics of the agencies and programs on Staten Island where SERVE volunteers were placed during the project period as well as some of the steps taken in the planning and establishment of each SERVE program. They are described in chronological order.

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*See Appendix B, SERVE Volunteer Assignments, September 1969.

Willowbrook State School - Monday and Thursday Groups

When SERVE was formally launched in January 1967 one group of 49 older volunteers was working on Mondays at the Willowbrook State School for the mentally retarded. This was a carry-over of the original pilot program. Three years later, at the close of the demonstration project, 189 volunteers were working at Willowbrook Mondays, Wednesdays or Thursdays and another 95 were working for Willowbrook in other settings.

The nucleus of the Thursday group was drawn from older persons living in Mariner's Harbor Houses, a somewhat isolated low-income housing project which had no facilities or activities for its tenants at that time. With the cooperation of the housing manager, a group of 15 older volunteers was recruited from that project and the neighboring area to give regular service at Willowbrook on Thursdays.

At the time that the pilot program started at Willowbrook, the primary need of the agency was for volunteers who could be assigned on a one-to-one basis to some of the retarded babies. The long rows of cribs in these enormous wards contained many youngsters who could benefit from the stimulus and warmth of a closer and more relaxed relationship than overburdened staff could possibly find time to give. There was hope of some improvement for many of these children if they could receive more personal attention.

However, when project staff and, subsequently, prospective volunteers went on preliminary tours of the institution, it was evident that it would be difficult to recruit primarily for this assignment. Therefore, other service opportunities were offered initially, in such areas as sewing garments and preparing occupational therapy materials, as well as one-to-one relationship with residents. Later on, as the volunteers became familiar with the institution and the residents, they began to see the need for, and felt able to establish, personal relationships themselves. And so, direct assignments with babies and toddlers--and with older children and adults as well--could be made more easily.

As a matter of fact, it was not long before project staff noted that older persons had less difficulty in facing retardation in a fellow human being than do many younger persons, both lay and professional. The lifetime experience of these older adults seemed to create an empathy with gross handicaps which a younger population might find hard to tolerate.

Simultaneously, an unanticipated benefit resulted from the non-direct service assignments. The mere presence of the volunteers, even when they were in the sewing rooms or in the occupational therapy shops, led to informal relationships which had real significance. Few of the residents of the school, including the children, received personal visits from family or friends. Therefore, whether the specific assignment was feeding a small baby, caring for a youngster, conducting a school-readiness program for a group of blind retarded teen-agers, or simply working side-by-side with an adult resident in the sewing room or repair shop, the residents appreciated and responded to the warmth and concern conveyed by each volunteer. He was a representative of the outside world and his presence indicated his personal desire to come to Willowbrook and to its residents. Of course, the volunteer assigned to one of the small children had a special responsibility and a specific goal: through sustained, affectionate, grandmotherly or grandfatherly interest to support and stimulate the little one in the struggle of learning how to walk and talk, and to help the child develop in other ways so that he might function more adequately and become qualified to enter the more structured educational program at the School.

The pattern followed by SERVE at Willowbrook, which was then followed in other agency programs, was to recruit a group of four to 40 volunteers for a selected day and to add interested individuals to this initial group. During the last year of the project, attendance averaged 50 to 65 at each Monday and Thursday session, with a registration of 75 to 80 volunteers on each of these days. The rapid increase in enrollment was due not only to continuous staff recruitment efforts, but also to the freedom afforded volunteers to invite friends to join them on the bus and go to Willowbrook with no commitment on the part of the visitor to join the program on a permanent basis.

The timetable of SERVE volunteers on a typical day at Willowbrook was as follows:

9:00 - 9:30 a.m.	Pick-up by bus at two specified locations
9:30 - 9:45 "	Arrival at Willowbrook and drop-off at assignment locations
9:45 - 12:00 noon	Participation in individual assignments
12:00 - 12:15 p.m.	Pick-up by bus for lunch at one central dining room reserved for use of volunteers
12:15 - 12:45 "	Lunch--cafeteria style
12:45 - 1:45 "	Group meeting
1:45	Departure and drop-off at the two pick-up locations

This timetable was dictated largely by the availability of a public school bus at half-price during the hours children were in school. One bus stop was made in each of two neighborhoods with no individual pick-ups or drop-offs. Additional stops would have lengthened the day, and the number of stops would have been difficult to control since a request by one volunteer could not be met without granting the same privilege to all.

Every one of the Willowbrook volunteers had an individual job to do, even though several were assigned to the same area, such as the sewing room or baby buildings. This arrangement provided the advantage of specific personal responsibility combined with group association. It also guaranteed the presence of a sufficient number of volunteers to meet agency needs each week and thus made it unnecessary for a volunteer to notify the agency in case of illness or absence.

Stapleton Folk Dance Group at Willowbrook

Folk dancing has long been a popular activity with older adults, and the class at the Stapleton Senior Center had traditionally considered its dancing purely as a source of fun and personal relaxation. However, after encouragement by SERVE staff, they agreed to give a performance for a group of retarded teenage girls and boys at Willowbrook. The response of the young people was so enthusiastic, and their invitation to return was so warm and heartfelt, that it stimulated the establishment of an ongoing program in which the volunteers taught the dances they knew to a selected group of adolescent residents. The board of directors of the senior centers provided the services of the dance instructor, who also brought records; SERVE arranged for the transportation for the group of 10 men and 21 women.

As important to the boys and girls as the skills they learned and the fun they had were the personal relationships they developed with their volunteer visitors. These adolescents eagerly looked forward to every other Wednesday, the one-to-one relationship being rare in their institutional lives and yet much wanted and needed. The experience was equally gratifying to the volunteers themselves, with the result that several offered to come an additional day each week to perform other types of individual service.

The SERVE folk dance program organized at Willowbrook was an example of the use of an already established group which contributed its special skills as a group with its own identity recognized and maintained.

Outside Groups Serving Willowbrook

Not all of the volunteers serving Willowbrook worked within the walls of the institution. A guiding principle of the SERVE program was that older people would gain satisfaction and stimulus from going out into the community and serving wherever the need was greatest. Nonetheless, it was recognized that this degree of involvement was not feasible for all of the older persons who might be encouraged to volunteer, who could contribute useful service and who would profit from this activity.

An alternate pattern was represented by a program called Mending-for-Willowbrook, conducted in one of the senior centers. This grew out of the concern of some of the active volunteers at the institution about the enormous backlog of mending that never seemed to diminish. The young people at the school were hard on their clothing and so, too, were the necessarily heavy laundry methods. A Stapleton Senior Center member who was a SERVE volunteer at Willowbrook thought that other members might be willing to help out if they could do mending in the Center's own sewing room two or three days a week. With the cooperation of the Center staff, Willowbrook and SERVE staff made arrangements for the School to send huge bags of worn and torn garments to the Senior Center, and later to pick up the same bags filled with mended clothing. The Center acquired a second sewing machine specifically for this purpose. The program started in January 1968 and, in the next two years, over 100 bags each containing three bushels of garments had been repaired by volunteers, who gave 2,823 hours of service.

The formation of the Thursday Willowbrook SERVE group drawn from the Mariner's Harbor Housing Project and its surrounding neighborhood, contributed to the establishment at the housing project of a three-day-a-week senior center program under the auspices of the New York City Department of Social Services. The SERVE volunteers became active members of the Senior Center after it was opened, and they suggested that a SERVE group be formed at the Center so that members who were not ready for, or physically able to give service at Willowbrook might do some work for the institution. SERVE staff was concerned about the many needs of the elderly persons living in this low-income, isolated area and were convinced that group volunteer participation would enrich their lives. They therefore organized a program which subsequently developed into a group of 30 to 40 volunteers giving service every week at the Center. Here the volunteers prepared motivational materials for Willowbrook, such as making scrapbooks to help retarded children learn to differentiate colors, to recognize various fruits and vegetables or to understand the different ways people travel; and they prepared occupational therapy materials for the use of the residents. In this way SERVE was able to involve additional older persons who would not otherwise have been ready to participate in volunteer activities. The experience was clearly valuable to them and helped many of them to re-establish a sense of belonging to the community.

United States Public Health Service Hospital

The U.S. Public Health Service Hospital is known locally as Marine Hospital. This large institution primarily serves American seamen and active and retired service men and women and their families, although some service is available to the general public. For a number of years it has conducted a traditional volunteer program consisting chiefly of the Grey Lady Service of the American Red Cross. A variety of other organizations have given parties or presented programs for the patients on special occasions.

SERVE staff focused its first efforts on the development of new volunteer opportunities and on encouraging receptivity to the older volunteer. Administrative support and the interest and cooperation of many department heads enabled SERVE to place volunteers in interesting positions commensurate with their ability.

Here again, the group approach to recruitment and training of SERVE volunteers took place only after plans for program structure and content had been worked out with care. Five volunteers drawn from an older adult club of a nearby Jewish Community Center served as a nucleus. The satisfaction, socialization and supportive strength of this small group of volunteers made it possible to attract a number of unaffiliated individuals as well as other members of their Center.

SERVE

In consonance with the SERVE pattern, each volunteer received an individual assignment: as a friendly visitor in an orthopedic ward, giving personal attention to children in the pediatric ward, assisting a social worker, providing help in the library or the pharmacy, and promoting interest of expectant mothers in the outpatient department in attending the prenatal classes offered by the health education department.

Certain problems were encountered in the early stages of developing a program at the U.S. Public Health Service Hospital. There was a long standing tradition that regular service volunteers had to be official members of the American Red Cross unit at the hospital. After a series of discussions with administration and staff, it was decided that the potential contribution of the older volunteer and the SERVE approach were sufficiently significant to warrant the development of a new group of volunteers in appropriate, untried areas of service.

A second difficulty was that the Volunteer Department believed it would be impractical to assign jobs to a group of individuals on only one day and would have preferred to divide the first recruits among the five days of the week. This was not in keeping with the group concept which SERVE believed to be of fundamental importance for older volunteers. Initial recruitment was therefore limited to five instead of 10 or 15. It was only later, after these five had demonstrated their ability and worth, that service on one day was fully accepted, and it was agreed to add a few more volunteers on a gradual basis. By the end of the project period, 23 were giving regular weekly service on Wednesdays. The support of the administration of the Hospital made this growth possible and before long the entire hospital staff soon felt pride in the SERVE program.

Sea View Hospital and Home

Sea View Hospital and Home is a municipal geriatric institution accommodating 900 men and women. Its primary volunteer need was for friendly visitors. When SERVE first came to Staten Island, some members of church groups were already visiting individual residents or a ward of patients once a month at Sea View. With the advent of SERVE it was possible to increase the number through the provision of transportation on a weekly or bi-weekly basis, and the volunteers who had been coming once a month were able to come more frequently.

Two kinds of friendly visiting were given. One group of volunteers was assigned individually, each one as a "friend" to an aging resident and perhaps to a second or third on different wards. The other group chatted with all of the patients on a selected ward. A number of volunteers assisted as chapel aides and a few were also placed in the clothing department or as shoppers.

The loneliness of most of the patients and their need for companionship were apparent. Because of the importance of, and need for, friendly visiting in institutions for the aging, it had been generally thought in the field of aging that older persons would be most suitable to serve other older persons. However, SERVE staff found that it was more difficult to recruit volunteers to work in a home for the aged than anticipated. It became apparent that those volunteers who were more responsive to recruitment were older persons who had a special and dedicated interest in helping the ill aged stemming from religious motivation.

SERVE

Consumer Survey

In the summer of 1967, during the early months of the project demonstration period, a food price survey was conducted for the Mayor's Council on Consumer Affairs at the request of the Volunteer Coordinating Council of the City of New York. SERVE was asked to recruit volunteers from various neighborhoods on the Island to do weekly comparison price shopping. The information was to be gathered on a city-wide basis using a four-page survey form prepared by the New York City Department of Markets. SERVE agreed to recruit with the understanding that its major efforts would be directed to attracting older adults as volunteers. However, if younger persons responded, they would be included.

Unlike the previous programs developed by SERVE, this was not neighborhood-based. For that reason, recruits were sought across the borough. Unaffiliated individuals known to SERVE staff were approached. With help from the borough-wide Church Women United and the American Association of Retired Persons, 37 men and women were enrolled in the survey, many of them below the age of 60. In the absence of a Staten Island coordinating agency staffed to conduct such a program, SERVE also performed the considerable administrative work necessary to carry it through to a successful conclusion.

Each volunteer did comparison shopping in one or more stores every week and then submitted his report on a four-page schedule to the SERVE office. Other volunteers collated the reports and forwarded them to the office of the Deputy Mayor-City Administrator. He used the data as a part of his daily radio broadcasts on food prices and consumer information and education. In all, the volunteers submitted a total of 785 individual surveys covering 43 stores in 14 neighborhoods.

SERVE

The importance of group involvement, identification and in-service training along with individual service was underscored by the Consumer Survey Program. During the first six weeks of the survey, a number of the original recruits dropped out. Although these were largely middle-aged persons, it drew staff attention to a basic weakness in the original plan for the program. Because of the widespread geographic distribution of the volunteers, it had been agreed that after two preliminary orientation and training sessions, each individual was to pursue his survey activities independently, and the group would not meet again for a few months. This was a mistake. Not only did many of the volunteers need guidance during the early stages, they also needed an opportunity to share experiences, raise questions, make suggestions, and gain a clearer understanding of the relationship of their individual surveys to the borough-wide and city-wide programs.

Subsequently, SERVE held a series of monthly meetings for the consumer volunteers at its office, which was convenient to all bus routes. Improvement in attitude, understanding, and interest was quickly apparent. Moreover, the meetings yielded other constructive results: a revised survey form was issued by the New York City Department of Markets, incorporating recommendations of the SERVE volunteers; two volunteers represented the group at a Consumer Assembly Conference held in Manhattan; two others spoke about their consumer activities to an older adult group in Manhattan; a four-page summary of findings was prepared and distributed by SERVE, which included a series of recommendations growing directly out of the group discussions. Each volunteer received a certificate of appreciation from the City of New York, and a special citation was given to SERVE.

The appeal of this program for retired men was significant. Men comprised more than one-third of the active volunteers--a much higher proportion than in any other part of the SERVE program.

When the Mayor's Council on Consumer Affairs was disbanded for reorganization purposes, the survey was discontinued. Efforts were made to develop a similar type of placement that would retain the interest of this corps of concerned, informed volunteers, who were eager to transmit their findings to others on Staten Island, to improve conditions, and to learn more about other aspects of consumer affairs. Unfortunately, there was no immediate opportunity to bring this about. Since the volunteers lived so far apart, it was difficult to transfer them as a unit to another SERVE program, but a few individual placements were made.

Mount Loretto - St. Elizabeth's Home

During the summer of 1967, 18 SERVE volunteers gave six hours on one day each week at Mount Loretto - St. Elizabeth's, a residential facility for dependent and neglected girls, age six to nineteen, conducted by The Mission of the Immaculate Virgin at Mt. Loretto. Each of these men and women gave direct service to a "special" girl in order to provide the affection and understanding which normally come from close family ties. The young residents chosen for this program came from disturbed and broken homes and therefore particularly needed to relate to a mature, responsible adult. Thus a close relationship was created by the presence of a listening and sympathetic ear and by the volunteer's use of his special skills individually with each child or on a small group basis. Activities included story-telling sessions, arts and crafts projects, fun-and-game periods, and individual reading assistance. As would members of a family, some of the volunteers made themselves useful by sewing name tapes, mending, hemming, and teaching the girls how to sew. These latter tasks were carried out in the bright playroom where children visited and chatted while the volunteers worked.

A unique and outstanding feature of the program at St. Elizabeth's was the work with Spanish-speaking girls. The director of the institution recognized that young residents of Puerto Rican background needed to be helped to maintain their facility in the language and an interest in their culture. Six volunteers who spoke Spanish and were former residents of Puerto Rico were recruited for this purpose. The children took particular delight in these "grandparents."

The interest of the institution in utilizing older persons in a one-to-one relationship stemmed from a successful experience it had had earlier with six "Foster Grandparents." The contribution of these individuals made St. Elizabeth's aware of the value of expanding this concept and using the life experience, wisdom and maturity of older volunteers to enrich the lives of the girls. Throughout the summer, lunch was provided by the institution and SERVE furnished taxis for the small groups which came from various parts of the Island.

This program was not as successful during the regular school year. After the summer vacation the girls were occupied for the major portion of the day. The institution would have been glad to have had the volunteers come in after school hours to visit with the girls and help with the after-school activity programs. They even invited the volunteers to stay through dinner and SERVE agreed to provide transportation. However, in the late afternoon when darkness begins to fall, most older persons are anxious to go home rather than to begin new activities. For a time one small group of volunteers was brought to St. Elizabeth's by taxi, but the late afternoon program did not provide a satisfactory experience for most of them.

These basic difficulties were coupled with a change in administrative staff and the transfer to another institution of the staff liaison with the SERVE program. In the exigencies of reorganization, there were other priorities. The combination of these problems made it impossible to continue a strong and growing program. At the conclusion of the demonstration project period, some six volunteers were still serving at St. Elizabeth's during the day but the possibility of expanding the program did not materialize.

American Red Cross Bloodmobile - Berry Houses

In June 1968, the American Red Cross informed SERVE of its need for volunteers to prepare and package medical kits for use in the city-wide Bloodmobile Program. In response to this request, SERVE recruited a group of 21 older adults from the Berry Houses Senior Center.

Although members of this Center had been approached earlier regarding volunteer service opportunities in agencies and institutions out in the community, their reaction, while courteous, had been unresponsive. In this case, however, service could be performed in their Center, the need was apparent, and the prestige which the American Red Cross might bring to the group was appealing. At first, the volunteers (the oldest was a man of 92) met as a group once a week, for service and group meetings with SERVE staff. They derived so much satisfaction from this activity that they asked to give a second day of service each week. This SERVE group provided the Red Cross with over 90 per cent of the bloodmobile kits used in the entire city. When this assignment had been completed, it became necessary to find additional appropriate service projects which could be carried out at the Senior Center. As a result, layettes, ditty bags and other articles were prepared for distribution by the Red Cross, clothing was made for Willowbrook, and drums (by decorating coffee cans) for its music department. In addition, some volunteers offered to help as a SERVE group at the Red Cross office during its campaign and at other times of the year as needed.

Telephone-Line-to-the-Community - TLC

Telephone-Line-to-the-Community (popularly and properly called TLC by the volunteers) was a telephone reassurance program conducted by SERVE. Initially viewed as a daily check on the well-being of shut-ins living alone--a safeguard that could avert crises or even tragedies--it gradually proved to be even more important as a constant source of friendship for the isolated.

TLC grew out of a series of meetings with the executive directors of the five family agencies on Staten Island, the Multiple Sclerosis Society and the Richmond Social Service Center of the New York City Department of Social Services. They indicated that a certain number of their clients would benefit by having a telephone friend who would call them daily.

Names of those in need of this service were provided by the agencies. They also assumed responsibility to interpret the TLC plan to those selected as potential recipients of calls. The program was limited to agency referrals in order to ensure the availability of supportive services where necessary.

SERVE staff recruited individual volunteers who made these daily telephone calls from their own homes.

A unique and heartwarming feature of TLC on Staten Island was the active participation of several homebound persons with multiple sclerosis. While some of these individuals were recipients of calls, several joined the program as givers of service and made daily calls to other shut-ins with varied disabilities.

A modification of the original TLC program was developed at the West Brighton Senior Center. SERVE installed an additional telephone line at the Center for this program and calls were made from there instead of from the volunteer's home. A team of six volunteers was recruited and each member was assigned a specific day of the week on which to make 10 calls. The same people were called each morning by a different volunteer. When new names were added to receive calls, a second team was recruited to perform this service in the afternoons. As in other SERVE programs, regular meetings were held at which volunteers reported on their assignments, exchanged ideas and related their experiences. It was interesting to note that both approaches were satisfying to callers and recipients alike.

This program was one of the few efforts undertaken by SERVE in which its own staff operated the program directly. This required a great deal of time and it would have been both efficient and desirable for an established organization, such as one of the family agencies or the New York City Department of Social Services, to become the sponsor. As a matter of fact, at the end of the project period, the Department of Social Services did take on this role in relation to the portion of the TLC program based at the Senior Center, and this became the model for the Telephone Reassurance Service conducted by the Department in other boroughs of the city.

Services in the Schools - Staten Island Mental Health Society

The Staten Island Mental Health Society conducts a broad and varied program and SERVE became affiliated with two of its activities--Head Start and the Reading Volunteer Program. In both instances the nature of the volunteer jobs available and the necessary special skills and qualifications required placement on a highly selective individual basis.

In the Head Start program, the greatest need was for individuals who could work on a one-to-one basis with the more difficult child or could participate with the children in their active physical program. It was not easy for SERVE to recruit for this program because the volunteers who lived near Head Start lacked the skills and education, to say nothing of the physical ability necessary to cope with very active small children. Moreover, they often had to subordinate their own ideas about how a child should be handled, and this was not easy for them. However, two older adults were recruited to work as assistants to the Head Start teachers in preparing arts and crafts materials, serving snacks, and doing on-the-spot sewing and mending.

An attempt was also made to recruit volunteers to care for the younger siblings of Head Start children while their mothers attended bi-weekly parent meetings. However, it proved too much for the volunteers to handle a group of 20 children, under the age of three, who had never been together before. In the judgment of SERVE, this program would only have been feasible if

Head Start had provided staff and used the volunteers as assistants. This was an example of a program in which the service required was both valid and needed but did not suit the capabilities of the older adults who were available. Efforts to develop this program were therefore discontinued.

Another area of activity of the Staten Island Mental Health Society related to its designation by the New York City Board of Education as the agency on the Island responsible for recruiting, training and supervising the Reading Volunteer Program in the public schools. As qualified older persons became known to the SERVE staff they were referred individually to the Mental Health Society, where they were incorporated into the public school reading program.

There were also a number of older persons in the community who were interested in working in the school system but lacked the education required for the public school reading program. In cooperation with the school officials, an additional avenue of service was developed to place "non-academic" volunteers in other areas, such as the school library and the nurse's office. Since these were individual placements, even though successful, time did not permit major emphasis on expansion in this direction.

An unmet need on Staten Island with its large Roman Catholic population was the absence of a reading-help program in the parochial schools. Recognizing the potential value of such a program, SERVE staff held a number of meetings with the District Superintendent of Schools of the Archdiocese of New York City, the Federation of Catholic Mothers' Clubs on Staten Island and selected local school principals and parish priests. The Staten Island

Mental Health Society was interested in the proposed program and agreed, as its contribution, to conduct the necessary training sessions for volunteers in conjunction with SERVE staff. These included a three-day training program and a subsequent orientation week prior to direct assignments. This interest and cooperation enabled SERVE to launch the first reading volunteer program in any parochial school on Staten Island. The program was intended to satisfy an expressed need for which no single agency was prepared to take responsibility. In addition, it was hoped that a structure would be established to administer, maintain and develop the service once it had been initiated--a structure which would be under the auspices of the parochial school system, with assistance from affiliated church groups.

By the close of the demonstration project period, 31 volunteers were each giving two days a week during school hours in five Roman Catholic schools, serving 90 children, and the program was expanding rapidly. During 45-minute sessions, every volunteer worked directly with each of three children selected by the school principal and the teachers. Most of the children were in the fourth grade but were reading at the second grade level. Here, once again, the personal interest generated by the one-to-one relationship was the single most important factor which stimulated progress in the children.

It was the community-wide scope of the program and the expectation that it would become an integral part of the parochial school system that influenced SERVE staff at the outset to make an exception to its usual program structure by offering placement to volunteers of all ages. At first younger individuals responded much more quickly to recruitment efforts than did older ones. This was due in part to the sponsorship of the Federation of Catholic

Mothers' Clubs, largely made up of mothers of school-age children. In general, the younger volunteers had more years of formal education than had the older residents of Staten Island, particularly those in the neighborhoods of the selected schools. However, the age level of the volunteers gradually increased as the program progressed, due to special efforts of SERVE staff to reach older persons and to encourage their participation. Absenteeism was much higher among younger volunteers than in the older group, whose attendance record was excellent. The coordinating responsibilities of a group of four to eight volunteers in each school tended to be assumed by the more senior volunteers, both because they were always present and free to give the necessary extra time and because of their added maturity and experience.

At the close of the project period, efforts were continuing to have the parochial school system take over the program, but this had not yet been fully effective.

Book Restoration Project

More than 6,000 discarded books were repaired by a group of 12 SERVE volunteers and then distributed to hundreds of children living on Staten Island who had no books of their own. This project was suggested by the administrator of the Richmond Social Service Center of the New York City Department of Social Services and it developed into a cooperative effort by SERVE and the Department. The work was done in the SERVE office every Tuesday and Thursday with a volunteer in charge. An active and a retired librarian from the local library conducted training sessions. No-longer-needed books were donated from a variety of sources including public libraries, school libraries, and individuals. The books were all intact but required cleaning, mending and the blocking out of library identification marks. All necessary supplies for repairs were provided by the Staten Island Community Chest and Council. Once the books were ready, they were picked up by various agencies and institutions, which gave them to the children.

This activity not only was appealing but proved of particular value in attracting the non-affiliated individual and introducing him to a group experience.

Eger Home

Early in the demonstration project, a few of the 48 residents of Eger Home were recruited to serve as volunteers at Willowbrook where they were brought by taxi once a week to join the Monday group. SERVE staff believed that volunteer involvement in outside community service would be valuable for residents of homes for the aged, even for those who were more advanced in years and not as strong as their contemporaries living in the community. Unfortunately, a number of months after the small group was organized, one of the leading volunteer residents suffered an incapacitating stroke and, as a result, the motivation of the others was diminished and the small group eventually discontinued active service at Willowbrook. It was not until a year later that a new pattern of volunteer service emerged with the enthusiastic support of the Eger Home staff.

In the new undertaking, SERVE volunteers from the community were asked to participate in a dual role, simultaneously as friendly visitors to residents and as co-workers with them in joint community service projects. Fifteen SERVE volunteers recruited from church groups became active at the Eger Home.

They were joined by 25 residents--some of whom were physically handicapped--or half of the resident body. Working together every Tuesday afternoon, the SERVE volunteers from the community and from the Home engaged in a variety of service projects. Some knitted and sewed for Willowbrook children and for Red Cross activities. Others prepared material for the occupational therapy department of the U.S. Public Health Service Hospital; still others sewed for the annual Family Fair of the Mental Health Society. Some of the residents were blind but they could and did wind wool to be used for rug-making at institutions. In this program, another dimension was added to the concept of friendly visiting, in which the visitors became associates of the Eger Home residents in volunteer services that benefited the community.

Office Volunteers

Nearly every community has branch offices of national organizations as well as local agencies which need volunteer help, particularly during their campaign season or in preparation for special events. Although placement of volunteers for single occasions and spot jobs or for limited periods of time did not conform to the usual SERVE pattern, repeated requests from a number of offices led staff to attempt to respond to this need.

During the project demonstration period older persons were recruited as office volunteers for the American Cancer Society, March of Dimes, Multiple Sclerosis Society, American Red Cross, the Community Chest and Council, the Department of Health, and for the SERVE office as well. This effort proved to be of great value both to the agencies which asked for service and to SERVE. It provided an opportunity to introduce the SERVE program to new volunteers, many of whom might not have been ready initially to commit themselves to weekly service on a long range basis. It also made it possible to offer an additional placement to SERVE volunteers who had indicated interest in giving service more than one day a week. Furthermore, a few projects, such as the school reading program, were active only part of the year, and some of these volunteers were anxious to receive additional assignments during their "off" months.

The agencies which used volunteers for short-term responsibilities soon recognized their skills, adaptability, reliability and enthusiasm. Several agencies found new ways in which the volunteers could be useful in year-round service and, as a result, SERVE groups were established in four agency offices, including that of SERVE itself.

In those agencies in which volunteers were needed for time-limited assignments, SERVE staff arranged to transfer them individually or as a group from one office to another as seasonal needs required.

Individual Placements

A number of persons were recruited for Staten Island agencies which requested one, two or three volunteers with specific skills to perform a special function. SERVE staff hoped that when the value of the older volunteer was demonstrated, the initial placement would expand into a SERVE group program.

At the Lakeview Home for unmarried mothers, one elderly woman was assigned to serve in a friendly visiting role to one of the young pregnant mothers who had no family or friends to turn to during this difficult period. At Staten Island Aid for Retarded Children a piano accompanist was recruited as well as a man who helped the youngsters develop a garden on the school grounds. At the Bethlehem Children's Home, several men repaired and maintained the bicycles and supervised their use in the after-school activity program.

It was apparent that where agency staff was willing to explore new ways of using volunteers on a single day, and to provide supervision, SERVE groups could be developed. The office volunteer program, in which individuals had been recruited initially to meet specific requests from agencies, resulted in a number of SERVE group programs. The same might have been true for the agencies referred to above, but circumstances prevented this: sufficient volunteer opportunities were not available either on a single day or on a continuing basis; there was no agency staff to supervise the volunteers; the small number of individual volunteers did not warrant group transportation and SERVE policy did not permit payment for taxis for individual volunteers; the SERVE staff time required was better used in the development of larger programs.

* * * * *

The placement agencies which worked with SERVE during the demonstration period varied widely in size, in purpose and goals, in specific need for volunteers, and in the kinds of tasks they were in a position to assign to volunteers.

What became evident during these three years on Staten Island was that volunteer assignments were not as readily available or as appropriate as they might have been. Therefore it was necessary for SERVE staff to work continuously with agency personnel at all levels, in order to influence them to modify traditional patterns of volunteer service, to develop additional volunteer opportunities, to recognize the value of placing a group of volunteers on one day and to find a role for the non-traditional volunteer. All of this was a time-consuming but essential responsibility of SERVE staff.

The effort was worthwhile. Those agencies which were, or became, committed to the use of the older volunteer found that they as agencies reaped significant benefits through the strengthening of their programs and the broadening of their services.

VI. RECRUITMENT TECHNIQUES

No direct recruitment could have been effective for any SERVE program unless efforts had been initiated--and constantly continued--to assure community receptivity, to select placement agencies and prepare them to receive the volunteer, and to establish a relationship with the network of individuals in contact with the older person. Once these steps had been set in motion and were under way, direct recruitment activities could draw from the support they engendered. Thus they were more likely to succeed.

From the beginning, SERVE recognized that traditional recruitment techniques had to be adapted in order to reach the elderly and to encourage, persuade and convince them that they were really needed and wanted. Over the three-year period, SERVE staff experimented with a number of recruitment techniques using them independently and in various combinations, using some in the early stages of development, some later, and some during the entire project period, but always with great flexibility. Each technique was adapted to the particular needs of the placement agency and to the characteristics of the potential volunteers. Whenever possible, however, the objective was to recruit a group of volunteers to work on one selected day of the week in one specific agency in individual assignments.

Because of the interrelationship and interdependence of SERVE recruitment techniques, it is difficult to separate them and present each one as an independent operation. However, for purposes of clarity they will be presented in two general categories: How a SERVE group was started initially, and How an established SERVE group was expanded. Although each technique is described under one of these two headings, it is important to bear in mind that none of them was necessarily limited to one aspect of recruitment. Rather, patterns that were successful in one instance were adapted to fit new recruitment needs as they arose.

How a SERVE Group Was Started

In reviewing how SERVE groups were started, it was found that volunteers were recruited for three types of programs: those to be conducted in a community agency outside the immediate neighborhood, those to be located in a neighborhood facility, and those whose community-wide nature required volunteer activity in various locations.

It was natural that, initially, recruitment activities revolved around efforts to interest a nucleus of older persons from an already established organization--a senior center, an older adult club, or a church, as well as to recruit unaffiliated older persons from that neighborhood. The reasons for seeking a group base were threefold. First, it was necessary to reach an audience in order to arouse interest in volunteering, and the only way to accomplish this was to talk to an organized group and from that base to seek out the unaffiliated. Second, group transportation and economic considerations necessitated the recruitment of a large group rather than small units initially. Third, formation of a SERVE group composed solely of unaffiliated and unrelated individuals would have been both difficult and time consuming.

Tour-and-See Plan

The recruitment technique which proved most successful, not only during the first year of the project but also as new SERVE programs were initiated in different agencies, was the Tour-and-See plan. As described more fully in Chapter II, this consisted of a number of recruitment activities leading to a neighborhood recruitment meeting planned by SERVE staff, in cooperation with local organizations, and was followed one week later by the Tour-and-See visit to one selected agency by a group of potential volunteers.

The Tour-and-See technique was, of course, undertaken only after agencies had been selected and assignments developed there. Only then was the next step taken, to determine the organizations through which contact could be made with older persons in the selected neighborhood--senior centers, church groups, special interest clubs, retiree organizations. Then it was necessary to try to assess the interests and background of the target group, and to highlight those needs of the agencies which were likely to be most appealing and to evoke the greatest response.

In order to draw attendance for the neighborhood recruitment meeting, it was necessary that the program not focus exclusively on volunteer service. As the pilot program had demonstrated, this was especially important when appealing to older persons who had never volunteered before. A volunteer recruitment meeting advertised as such would never have attracted a large group. In each meeting, therefore, an effort was made to present a program of interest and appeal to older persons. In some, a speaker was invited to talk about social security, health, Medicare, or nutrition. Others took the form of social teas or musical programs. In a number of instances, a party was held on a holiday or in honor of a neighborhood leader. Such programs were more apt to draw large audiences and thus ensure that many persons would hear about the available volunteer opportunities. At each of these functions a portion of the program was devoted to the SERVE story and to an appeal to those present to Tour-and-See an agency to which they might wish to give service. This was all carefully planned in advance.

The Tour-and-See technique was best suited to the formation of groups in institutions and hospitals--Willowbrook State School, Sea View Hospital and Home, the United States Public Health Service Hospital--where 10-20 or more individuals could be used on one day and where the activities were visible. However, it was adapted to other kinds of settings, and proved useful in starting a new group in the same agency on a different day or in forming a small group that could be added to the original core group.

Multiple Tour

Various adaptations of the Tour-and-See technique were tried. One which proved less productive than others was a tour to three institutions on one day (Willowbrook, Sea View and a public school). The intention was to offer the potential volunteer a choice of placement opportunities, because it was expected that different individuals would be attracted to different kinds of agencies. However, what proved to be important was a choice of assignments rather than of agencies, and it turned out that the visit to three agencies on one day presented too many alternatives. As a result, few individuals were recruited, even though members of the group said they found the tour interesting and informative. This was additional evidence that an appeal for several agencies or for volunteering in general was much less effective than concentration upon the needs of one agency. The older persons SERVE reached were more responsive to an appeal which was specific rather than broad and which gave visible evidence of a real and immediate need for their service.

Recruitment Through Recommendation of Neighborhood Leaders

In agencies where the needs were valid but not as visible, other recruitment techniques were necessary. One pattern was to form a group by recruiting individuals who had been recommended by neighborhood leaders. For example, when it came time to recruit for Eger Home, SERVE staff called pastors of a number of churches in a local neighborhood and asked each one for the names of six individuals who might be encouraged to become friendly visitors. SERVE staff then contacted each of these individuals by letter and by telephone and invited him to a recruitment gathering or tea with the hope of forming a SERVE group. Response was better when the pastor personally encouraged the participation of those persons whom he had recommended, and less so when he did not.

Recruitment of a Special Interest Group as a Group

Another way of starting a SERVE group was to recruit a special interest group as a group to contribute its interest and skills in service to others. Thus, it will be recalled that individual members of the folk dance group of the Stapleton Senior Center were recruited as a group to teach the dances they knew to adolescents at Willowbrook.

A variation of this occurred when a group from a local church was recruited to serve at Willowbrook. Although they had not functioned as a special interest group at the church, they wished to remain together in one activity rather than to select individual assignments, and chose the sewing room of the school as their area of service.

Forming the Unaffiliated into a SERVE Group

In the formation of all new SERVE groups, efforts were made to attract unaffiliated and hard-to-reach older adults and incorporate them as an integral part of the original nucleus. In a few instances, attempts were made to create a new SERVE group composed entirely of unaffiliated older persons. It was found that many of the elderly individuals living in the same neighborhood--even in a single housing project--were unknown to each other. Therefore, techniques were adapted to work toward a recruitment meeting which would create a common interest in volunteering among unrelated individuals living in one small geographic area.

One such successful effort was the SERVE recruitment for the Thursday Willowbrook group formed from among older tenants (and their neighbors) living in the Mariner's Harbor housing project. As a first step, an invitation was sent by the housing manager to all the older tenants to attend a social get-together to discuss the kinds of community activities in which they might wish to participate. Invitations to this party were also extended to other persons living in the neighborhood. A total of 145 older persons received invitations; 63 attended; and 18 signed up for the Tour-and-See day the following week. Surprising as it may seem, few of the 15 who actually became the nucleus of the Thursday group had known each other before. A similar attempt, in a smaller church-sponsored housing development, led to the recruitment of five individuals for two different agencies, but did not result in the development of a new SERVE group.

Current SERVE Volunteers as a Nucleus for a New SERVE Group

Direct appeals were occasionally made by SERVE staff at the meetings of existing SERVE groups, telling volunteers who had already expressed interest in giving an additional day of service about the need for volunteers at another agency. These announcements were also made to determine if some of the volunteers had friends who were not already active but who might be interested in the new program. Mainly, this technique was used in recruiting for the office volunteers and for other short-term needs. In each instance, SERVE made efforts to have them come together on the same day each week so that the volunteers could become a functioning SERVE group.

School volunteers, who were available during the summer months, and others who had completed short-term assignments--for instance on the March of Dimes campaign--were recruited by SERVE staff for new programs, such as the Book Restoration project, or were placed in ongoing SERVE groups. Unaffiliated older persons were recruited individually and then brought together to join with the others.

Neighborhood Recruitment for a Neighborhood-based Activity

As SERVE developed, it became evident that some older persons were neither ready nor able to move out to the community to give service to others. However, it appeared that they might be encouraged to give regular ongoing service if the activity were made easily available. This was particularly true of the more frail and less physically able. In other instances, certain types of production activities could best be carried out in a neighborhood center because groups of older persons were accessible and supplies and equipment could be brought to them.

SERVE encouraged the development of such groups if they evolved out of real community need, even though primary emphasis was to motivate older persons to give service to others at the agency being served. To ensure that the neighborhood-based activity would conform to the SERVE concept of volunteer service, a number of principles were established:

.... the activities undertaken had to be for the benefit of an outside agency and could not be for the benefit of the sponsoring group or the individual members of that group;

.... the volunteers recruited should be ready to give service on the same day of each week at one set time and for one or more specified organizations;

.... the SERVE activity should be in a designated room within the sponsoring facility set aside for the exclusive use of the SERVE volunteers at that time;

.... there should be regular group meetings with SERVE staff and the group should become part of the total SERVE program.

Recruitment of a Senior Center Group

The senior centers operated by the New York City Department of Social Services in public housing projects were a natural focal point for recruitment of older volunteers. It was to these groups that SERVE first turned in recruiting for volunteers to work at agencies outside the immediate neighborhood. Subsequently, when needs arose for neighborhood-based activities, it was just as natural to develop them in these areas where older persons lived, where facilities were available, and where interest in SERVE already existed.

One of the first groups to be established at a senior center was in response to the request from the American Red Cross for preparation of bloodmobile kits to be distributed throughout New York City. This immediate need posed the question of how a substantial number of persons could be recruited quickly. SERVE staff approached the Berry Houses Senior Center staff, asking to speak to the members at one of their regularly scheduled meetings. The importance of this program was explained to the Center staff beforehand to elicit not only their interest, but their active cooperation and support. At the Center meeting when the SERVE staff requested volunteer help for the Red Cross, this appeal was translated into Italian by the Senior Center director so that it could be understood by all. Unlike an earlier attempt to interest the group in volunteer service in the outside community, this time the Center members responded to the emergency and to the fact that they could volunteer within walking distance from their homes.

On the other hand, the formation of the Mending-for-Willowbrook group at the Stapleton Senior Center resulted from the interest of an active Willowbrook SERVE volunteer who was a member of the Center and saw the great need for additional help with mending for the institution. She, together with other Willowbrook volunteers, believed that a number of senior center members would help if the mending were brought to the Center, and they assisted in the direct recruitment of a nucleus of new SERVE volunteers who participated regularly in this program.

Another SERVE group, located at the Mariner's Harbor Senior Center, was formed as a result of SERVE staff awareness of the needs of the older tenants in this low-income housing project and their inability or lack of readiness to move out into the larger community. SERVE staff sought suitable volunteer service activities which could be conducted at this Senior Center. Recruitment efforts were undertaken jointly by the SERVE staff and volunteers active in other parts of the SERVE program.

SERVE

Still another center-based activity for which recruitment efforts were undertaken was that part of the Telephone-Line-to-the-Community program in which teams of SERVE members were formed to call the homebound elderly from the West Brighton Senior Center. Recruitment activities included announcement at senior center meetings of the need for neighborhood callers, personal contact with members recommended by local leaders and requests to SERVE volunteers living in the neighborhood to interest any friends who they thought would be suited to this particular assignment.

Formation of a SERVE Group in a Home for the Aged

At the Eger Home, recruitment of the elderly residents grew out of the presence of SERVE volunteers from the outside community who came to the Home on a given day of the week as friendly visitors. They encouraged the residents to become SERVE volunteers themselves in a joint project of service conducted at the Home for an outside agency. Although initially only a few residents were recruited, others became interested as they watched their friends participate in the sewing and craft activities with the SERVE volunteers. By the time the project period was over, half of the 48 residents were themselves SERVE volunteers preparing materials one day a week at the Home for the U.S. Public Health Service Hospital and for Willowbrook in cooperation with their "friendly visitor" SERVE volunteers.

Community-wide Recruitment for Programs in Several Locations

Neighborhood recruitment obviously would not have been appropriate for a program that needed individuals living in all parts of Staten Island. Methods had to be devised to reach persons living in many localities and to stimulate a common interest in one borough-wide program.

An example of the community-wide approach was the recruitment for the parochial school reading volunteer program in several widely separated schools. SERVE staff participation in neighborhood meetings, follow-up of individual names, personal recruitment by lay church leaders, and broad community publicity were all focused toward a special event which served as the culmination of specific recruitment efforts.

SERVE staff addressed the borough-wide Federation of Catholic Mothers' Clubs of Staten Island as well as its local affiliates to stimulate interest in the reading-help program. Volunteers were needed with a high school degree or its equivalent who could serve two mornings each week and who would take part in an intensive preliminary training course. Announcements in church bulletins proved to be the most effective means of reaching individuals who were willing to serve their neighborhood church school. Announcements by the clergy at Sunday morning services also were productive. SERVE staff invited those who responded to a pre-orientation tea at the SERVE office one week before the training course was to begin.

It was important to set a date for a special event to which recruitment efforts could be geared. This, in reality, was an adaptation of the Tour-and-See technique since it provided an opportunity for potential volunteers to learn about the program before committing themselves to serve. This approach provided a gratifying number of volunteers. Because of the community-wide nature of the appeal and the community-wide co-sponsorship of the program, recruits of all ages were accepted. Initially, the response was greater from younger persons perhaps because more of them met the educational requirements.

Community-wide recruitment was also illustrated by the Consumer Survey, which offered just one assignment--comparison shopping--in all the neighborhoods of Staten Island. Recruitment was initiated by approaching two borough-wide organizations, the newly formed chapter of the American Association of Retired Persons (AARP), and Church Women United.

Efforts were made to interest the AARP in taking on this activity as a project of their organization, but this did not materialize. Nevertheless, during the demonstration project period a number of their members became active SERVE volunteers in a variety of programs.

Recruitment activities were also directed at reaching church members in various neighborhoods through the officers of Church Women United. They asked the presidents of their auxiliaries for the names of individuals who might wish to volunteer. SERVE staff then wrote to the recommended individuals and subsequently telephoned them. Basically, this was a campaign of individualized recruitment with the sanction of a membership organization. While it absorbed a great deal of staff time, in this instance it was warranted because of the need to reach out to all geographic areas.

Expanding an Established SERVE Group

As each SERVE program became established, it then was important to add individual volunteers or small groups of three to five persons to the original nucleus. Efforts in this direction were primarily conducted through reaching unaffiliated older persons, through follow-up on earlier contacts, through the use of active SERVE volunteers as recruiting agents and through special events of various kinds.

Reaching the Unaffiliated Individual

Volunteers were constantly sought to strengthen and expand SERVE groups. At the same time, the very existence of such a group made it easier to attract an unaffiliated and perhaps isolated older person. Personal contacts by SERVE staff represented the heart of these efforts. Selective list-building was an important preparatory step. Names were obtained from local pastors, housing managers, social service departments of hospitals, family service agencies and from active volunteers. Sometimes these sources gave the names of persons who rarely left their apartments and therefore might be particularly receptive to a personal invitation.

SERVE staff soon found that for an unaffiliated person volunteering represented an opportunity not only to give service but also to become a member of a group of peers and thus to make new friendships. The need for companionship appeared to be as great, and as fundamental, as the need to serve others and the appeal of joining an already functioning group facilitated recruitment.

A few homebound multiple sclerosis patients became an unexpected source of unaffiliated individual volunteers. When asked if they would like to receive calls through the TLC program, some said that they would like to help and to become volunteers themselves. They were then recruited as SERVE callers to other homebound patients.

Follow-up on Earlier Contacts

In order to add new members to an existing group, SERVE staff followed up all individuals with whom there had been an earlier contact. These included those who had attended recruitment functions or tours but had not signed up to volunteer, those whose original assignment was short-term and had been discontinued, and those who had dropped out of the program. Every effort was made to ensure that no person who might be willing to serve would be lost. Over the course of the project, all these individuals were followed up by telephone calls, by individual letters, as well as by invitations to attend special recruitment events. The eight-page SERVE Newsletter which described the various programs was also sent to a number of them for a limited time.

On a number of occasions, staff went back to the local neighborhood from which a SERVE group had previously been recruited in order to form an additional small group which could be added to the existing one. Thus, when the Thursday group from the Mariner's Harbor area was started at Willowbrook State School, other smaller groups were recruited to augment it from the Catholic Senior Guild, from one or two neighborhood churches, and from among unaffiliated persons.

Speaking at Meetings Under Other Organizational Auspices

Whenever possible, SERVE staff asked for the opportunity to speak at local meetings at senior centers and other retiree groups. However, when SERVE began, there were only seven older adult groups on Staten Island. Two offered five-day-a-week programs. The others were one- or two-day-a-week clubs and one met monthly. Therefore, in order to reach the older person, SERVE staff had to speak to many mixed-age audiences, such as church groups, civic organizations, service clubs and women's clubs.

Although speaking briefly at general meetings is a traditional approach to seeking volunteers and one which can be easily arranged, SERVE found it to be the least effective method because, too often, the SERVF presentation was treated merely as one item on a busy agenda or as part of the "entertainment." It was not possible to recruit enough individuals to warrant the staff time required. The effort was potentially successful only if the meeting was planned ahead with the active cooperation of the leadership or staff of the group, and was structured to emphasize and throw the spotlight on the goal of recruiting for SERVE at that particular time.

Active SERVE Volunteers as Recruiting Agents

It was the satisfied SERVE volunteer who actually became the most effective agent in recruiting new volunteers. SERVE staff encouraged volunteers to bring those friends to their agencies who they thought might be interested and ready to join. The volunteer knew his visitor would be welcomed by the SERVE staff and by the volunteer director, who would help him determine an appropriate assignment. Freedom to bring a friend, to show him where he, the volunteer, was working, to have his friend begin on an assignment that very day, to have the newcomer meet the other volunteers and be welcomed by them at the group meeting made this a most appealing and successful recruitment technique. It proved to be the single most productive way of adding individuals to an established SERVE group.

Another technique that was less frequently used was a planned tour of an agency sponsored by the volunteers themselves. For example, in the original recruitment for the U.S. Public Health Service Hospital, an older adult club had been approached, and five members were recruited. Subsequently, when the Hospital became more receptive to the use of a larger group on one day the five volunteers sponsored a tour for their fellow club members in order to "show off" what they were doing. This resulted in additional recruits.

Similarly, visiting days were undertaken by several production groups at the senior centers in order to attract new workers.

Volunteers also helped in recruitment by speaking about the SERVE program and the need for additional volunteers at meetings of their own or other organizations. They usually remained after the business part of the meeting was over, talked to individuals informally and chatted with the guests about what volunteering had meant to them personally. Their power of persuasion based upon experience was most convincing. Volunteers also wrote articles for publication in their senior center bulletins, church newsletters, and housing publications. They wrote personal letters to invite friends to join SERVE and they signed letters to be sent to their neighbors. Active volunteers used the quarterly SERVE Newsletter to attract the interest of new recruits.

In order to increase the number of men in SERVE, male volunteers made a special effort to seek out their friends and acquaintances and urge them to join. This was particularly encouraged by SERVE staff and it was most likely to be successful when the men recruited their friends to work in the same agencies and the same assignments in which they were involved. For example, those who repaired children's strollers and outdoor furniture in the maintenance shop recruited other men to work in this capacity. Similarly, those who worked in the baby buildings as "grandfathers" sought others to join them in that program.

Men were also recruited by their wives after the latter became active volunteers. A broad choice of available opportunities made it possible to involve the husbands in assignments best suited to their interests and skills.

Methods of recruiting volunteers were discussed at SERVE group meetings and the SERVE Training Institutes and many concrete suggestions were offered by the volunteers. Occasionally they would mention the reasons their friends gave for not wanting to volunteer, and this guided staff as to what to emphasize in their recruitment activities and what types of recruitment events would be most appealing.

SERVE Annual Special Events

The two annual special events conducted by SERVE--Tribute Day in May and the Volunteer Training Institute in September--led to intensified recruitment efforts by the volunteers.

Directly or indirectly, Tribute Day always stimulated interest and awareness of the SERVE program among many older persons who had not yet been reached. In the early years it was possible for each volunteer to invite two friends as his special guests and this often produced new recruits. However, as the program grew, limitations of space in the available hall no longer permitted this practice. Nevertheless, Tribute Day continued to create an aura of excitement on the part of the volunteers which each year led to renewed efforts on their part toward recruitment.

It was not originally anticipated that the three-day Training Institute would be a recruitment device but experience demonstrated that this event also instilled in the volunteers an added enthusiasm and a determination to involve their friends and neighbors in SERVE. In addition, the Institute gave the volunteers from many agencies a picture of the broad scope of total SERVE activities so that they were better able to interpret the program to friends. The greatest upsurge in recruitment by the volunteers was found to follow the SERVE Training Institute in September, the time of year when another season of activities was about to begin.

Special "Recruitment Week" Activities

In each of the first two years of the SERVE project, one week in the early fall was set aside for intensive recruitment efforts utilizing the mass media and conducting special public relations activities.

One year during SERVE recruitment week, recruitment booths manned by SERVE volunteers were set up in selected shopping centers. Concurrently, a series of articles was published in the Staten Island Advance describing the various SERVE programs for which volunteers were needed, and a six-inch square advertisement was inserted in the newspaper on two days inviting interested older persons to a Tour-and-See Day two weeks later.

The second year, SERVE Volunteer Week was formally proclaimed by the borough president, and leading borough and city officials participated in a major recruitment event on the Staten Island Ferry. This was accomplished by widespread publicity and distribution of SERVE brochures.

These activities did not result in immediate direct recruitment even though this was their original intent. However, they were valuable in creating a positive image and better understanding of SERVE in the community--particularly in the early years when the project was less well known.

"Do's and Don'ts" in Recruitment

On the basis of the SERVE three-year experience, there emerged a number of "do's and don'ts" related to recruitment activities.

"Do's"

.... Go out to where the potential volunteer lives rather than wait for him to come to a central office to offer his services.

.... Use a gentle form of aggressiveness in recruiting the older person. Persuasive tactics are often required to overcome initial diffidence.

.... Gear each recruitment appeal to what is likely to bring the best response:

"The agency needs you!"

"You can do it!"

"You'll get a lot of fun and satisfaction out of it!"

"Show others what older people can really accomplish!"

"This is an important job!"

.... Emphasize that a SERVE group will be picked up together, be working together and meeting together every week.

.... Show potential volunteers a personal interest in them as individuals. Stay after meetings to talk informally with them. Repeated personal contacts are the heart of recruitment.

.... Be ready to adapt recruitment techniques with great flexibility. If one method doesn't work, try another at a later date.

"Don'ts"

.... Don't recruit volunteers until there are jobs waiting for them.

.... Don't set "numbers" as an immediate goal. Give each SERVE group a chance to get established.

.... Don't try to start too many programs at one time. The success of one facilitates recruitment for the next.

.... Don't downgrade expectations of standards of performance because older volunteers are being recruited.

.... Don't rely on publicity and the use of news media for direct recruitment.

VII. ORIENTATION AND TRAINING

During the course of the demonstration project, there were frequent requests for an outline of the SERVE training program. Most of the requests were made on the assumption that SERVE had developed one training program which applied to all volunteers; that formal training was an essential prerequisite to volunteer service, and that only the skilled could be useful as volunteers.

Based upon professional conviction and experience in the pilot program, SERVE proceeded on quite different principles. It believed that training should initially be related to a specific job assignment within a specific agency and not to volunteering in general; that volunteers should start on their jobs as quickly as possible, with training to follow rather than precede placement; and that the current interests, skills and life experience of older persons could and should gradually be built upon and related to agency programs. The unique contribution of SERVE to training techniques was in the use of the group approach, which proved to be especially suited to the needs of the older person.

SERVE never viewed training as a recruitment technique or a requirement for placement. Actually such an approach would have presented an obstacle to program development. When an older person was ready to offer his service, the obligation to take a formal training course might have raised anxieties and questions.

This somewhat unorthodox approach to training used by SERVE proved beneficial to the agencies as well as the volunteers. Far from lowering standards, it produced high-quality performance, growing out of the original strengths of the volunteers. This was increased by understanding, knowledge and experience on the job.

The entire question of training revolves around much broader issues: the older person's ability, his receptivity to training and his adaptability to new roles; the areas of service in which new roles and skills can be most easily acquired; the kinds of support and direction needed to enable older persons to become acclimated to their changed situation. Although current research into the age differentials associated with learning rate and abilities has yielded contradictory findings,[1] it has demonstrated that with proper techniques and attention, the older person can and does learn well. The learning process within the SERVE program was encouraged by careful attention to the volunteers' needs and a continuous demonstration of confidence in their potential contribution and capacity for growth. Thus appropriate job assignment was viewed as an important component of orientation and training.

Preliminary Orientation

In all SERVE programs, preliminary orientation was recognized as essential. For most volunteers, orientation began at the first neighborhood recruitment meeting at the church, the senior center, the community center or the housing project when the need for their help was presented and they were told how and where their services could be used. It continued on a tour-and-see day, when potential volunteers began to learn about the agency or institution they were visiting. Those who then signed up to volunteer were offered the opportunity to indicate their preference of job assignment on the basis of what they had observed on the agency tour. This was in effect a self-screening process which permitted each individual to assess in what way his abilities could be used most productively in relation to agency need. In fact, as the volunteers exercised this option, they occasionally pointed out opportunities which had not originally been envisioned by staff.

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[1] See, for example, Matilda W. Riley and Anne Foner, Aging and Society (New York: Russell Sage Foundation, 1968), pp. 258, 440-442.

During the week following the tour and enrollment of volunteers, each volunteer had an individual interview with the agency director of volunteers and a member of SERVE staff. When a fairly large group of volunteers lived near each other, both staff members went to the neighborhood for the interviews. The prospective volunteer's preference had already been listed on the agency application at the conclusion of the tour, and the staff discussed this request informally with him at the interview. If a volunteer had selected a task for which he seemed ill-suited either because of his physical condition or because of limitation in ability and skills, or if there was not an immediate available opening in the chosen area, alternative assignments were reviewed with him at that time. Final decisions on all assignments were the responsibility of the volunteer director at each agency.

On the first day of service, the volunteer director and SERVE staff accompanied the volunteers to their new assignments, taking each individual or group to the place where he would work. It was advisable that this first day at the agency actually be one of service, and not merely of hearing about the job. Therefore, following a brief review of the specific assignment, the volunteers were immediately put to work. The first group meeting was held at the end of this first work session. Orientation had been completed, and ongoing in-service training was about to start.

The orientation period--from the recruitment meeting to the first day of service--covered a maximum of one month. It was extremely important not to delay this process in order to retain the interest and enthusiasm of the prospective volunteer and to help him translate interest into action as soon as possible.

On-The-Job Supervision

The responsibility for developing group training programs and setting their focus was carried out cooperatively by SERVE staff and the agency director of volunteers. In every agency, these programs were dependent upon the active involvement, cooperation and commitment of the volunteer director. Their success directly depended on her availability, on her interest in the volunteers as individuals and her expression of this interest, as well as on her satisfaction with their work. Where she did not or could not give sufficient time on a regular basis, SERVE staff accepted the responsibility of ensuring that some form of training took place.

Training was job-related and agency-focused. It was seen as a gradual process and, wherever possible, content was specific and concrete. It consisted of two parts: on-the-job supervision and guidance by the unit supervisor (line staff) in order to foster the interest and skills of the volunteers; and group meetings of all volunteers within a given program to discuss general and specific problems and to learn more about the agency in which they were working.

The competence, interest and sensitivity of the supervisors were of utmost importance to the successful conduct of each volunteer's assignment and to his motivation to continue his participation. It was in the work setting that volunteers learned the details and significance of their assignments, came into contact with residents and patients on an informal basis, learned to work together, and developed the sense of satisfaction that is the natural outcome of a job well done and so recognized.

Group Meetings

The regular group meetings constituted the most important aspect of training, and the unique feature of the SERVE training program. The first weekly meeting did not revolve around the conventional description of the agency, its methods, goals and problems and its need for volunteers. Instead, it was devoted to a discussion of those questions uppermost in the minds of the new volunteers, each of whom was encouraged to report on his or her assignment, to raise questions, and indeed to voice complaints if necessary. Thus the volunteers were able to discuss their own experience with each other. Vital at the first meeting, a question period was constructive at every subsequent meeting, whether or not a presentation of formal content was also included. This provided a milieu in which problems could be recognized immediately by the volunteer director and resolved without delay.

In this way, each volunteer not only became increasingly familiar with his own job assignment and his specific work setting, but he also learned about the services provided by his peers in other parts of the institution and about the agency as a whole. Thus he developed a sense of participation in a total program in which he performed an important function.

As the program developed, meetings included descriptions of various aspects of agency services as well as presentation of total program. Where these were held weekly, as for example at the Willowbrook State School, selected professional or administrative staff members were invited by the volunteer director as guest speakers once a month. Presentations related to topics either originally planned by the volunteer director and SERVE staff or to questions raised by volunteers in their group discussions. Among these were the following:

.... Retardation, its causes and effects

.... Admission policy

.... Psychological testing programs

.... Educational program

.... Special programs in music and the arts

.... How volunteers can meet the individual needs of the residents and help them develop to their fullest potential

.... The foster home program for those able to go out into the community

.... The purpose of occupational therapy and physiotherapy, and how volunteers can help in these areas

.... The practices and procedures of the business office (to help volunteers understand why certain services were not readily available--often due to budgetary limitations)

Information of this kind was more practical and had more meaning for the volunteers once they had started on their assignments than it could have had before they came to the agency. Their obvious receptivity to the material presented, the questions they asked the speakers or asked SERVE staff, the additional information they wished to have presented at future meetings, all testified to the value of training-on-the-job as compared to pre-service training. Moreover, the atmosphere created by the interchange between fellow workers provided a stimulus for learning, as evidenced by the increasing participation of members who at first had been shy and somewhat timid. A growing self-confidence evolved as knowledge and understanding were deepened, and this was accompanied by the development of a clear and visible esprit de corps.

As staff became aware of the capabilities of the volunteers, and the volunteers aware of the broad scope of agency program, a number of reassignments were made to capitalize on individual skills which had neither been apparent at the original meeting nor mentioned by the volunteer at that time. Actually, requests for change of job assignments were surprisingly few and in no way presented a problem to agency or SERVE staff. In all likelihood this was due to the opportunity provided prospective volunteers to see the agency before signing up for service, the choice presented to them to suggest their own assignments, and the camaraderie engendered in the small unit work settings as well as in the larger group meetings.

When an individual volunteer was added to an already organized program in an agency, he was immediately interviewed by the volunteer director, if she were available, and set to work at once. If the volunteer director were otherwise occupied, a member of SERVE staff not only greeted the volunteer but also normally was able to make temporary arrangements pending final official assignment. New volunteers were introduced and welcomed at every weekly group training meeting by SERVE staff.

The group meeting and the presence of many volunteers on one day were equally valuable to the agency. The same number of volunteers spread over the week would have absorbed much more time of supervisory personnel--both the director of volunteers and line staff. The concentration of staff time was economical, practical and productive for the agency.

Not every agency was ready or able to have its staff participate in an onging in-service training program utilizing the SERVE group approach. A few did not see this as an important staff assignment; others actually could not spare staff time on a consistent regular basis, even though they recognized the inherent value. Hence, in some instances, SERVE staff was required to provide and maintain the leadership and direction of the training program without assistance from the agency. However, in the majority of cases, the agencies cooperated in the development and conduct of the training program although they depended on SERVE staff for the direct leadership of the group meetings.

Special Training Programs

In those instances in which regular meetings in the agencies were not possible, in which the nature of the tasks assigned did not allow for group sessions, or in which the limited number of volunteers working on any given day made weekly meetings impractical, monthly get-togethers were conducted by project staff in the SERVE office. This procedure was followed because it became apparent to SERVE staff that unless volunteers were given an opportunity for interchange in a group setting they could not develop the broader understanding that would give meaning to their specific assignment, and indeed some might lose interest and drop out of the program.

It should be noted, too, that despite SERVE's conviction that, as a general practice, training should follow rather than precede placement, the nature of some of the volunteer programs required a degree of advance briefing. Two training sessions were held for the Consumer Survey volunteers before assignments were made in order to provide them with necessary information about the details of their weekly shopping surveys. Training sessions were also held for friendly visitors to prepare them to give individual service in homes for the aged.

Reading Volunteers

In the parochial school reading program, a three-session preliminary training period was provided by the Staten Island Mental Health Society in collaboration with SERVE staff. The skilled nature of the assignment required orientation of prospective volunteers to the tasks they would be expected to do before they actually undertook this responsibility. Training included an introduction to psychology of learning, reading readiness, the Fernald Method of Teaching, administration and scoring of the California Standard Achievement Test, and working with children on a one-to-one basis.

Telephone-Line-to-the-Community

In the Telephone-Line-to-the-Community program (TLC) there were two basic patterns of service and therefore two types of training programs. For those volunteers who made their calls from a neighborhood senior center a two-hour group training session preceded participation. This program covered a description of the assignment, techniques of talking to the homebound, instructions as to the basic records to be kept, and a briefing on the background of each person the volunteers were to call.* SERVE staff made the initial call to each recipient in the presence of the volunteer and then introduced the two to each other on the telephone.

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*The content of the initial training sessions and the subsequent meetings is outlined briefly in Appendix C.

Even in this program in which essential information had to be conveyed to the volunteer before he could begin his assignment, emphasis was placed on providing the volunteer with just enough initial information to help him move into his job with ease. The balance of the training took place through the regular group meetings while he was involved in the program and, as always, they served as the core of the training program once the TLC got under way. At first they were held weekly, but as the volunteers became more experienced they became biweekly. Role playing was an important part of these meetings.

As the program developed, the weekly meetings reflected questions, comments, and "reporting back" by the volunteers. This led to bringing in outside speakers and special information to help the volunteers be responsive to the comments and questions raised by those they called. The meetings also served to help them understand more fully the problems of the homebound persons they were calling and the most effective ways of handling these problems.

As new volunteers were added to the group they had the advantage of observing the experienced volunteers in action. Furthermore, some of the latter served as liaison callers introducing new volunteers to their new telephone friends, thus relieving SERVE staff of this function.

Several parties for callers and recipients were held, since the volunteers and recipients were eager to meet each other. These occasions, in addition to their social values, helped create a sense of belonging to SERVE.

The second pattern developed in the TLC program utilized individual callers telephoning from their homes. This required a different approach to training. Most of these callers were themselves homebound. Therefore, a SERVE staff member visited each one and briefed him individually. Aside from trying to make each one feel a part of the SERVE program it was important to develop a relationship of trust so that the caller would feel free to contact the SERVE office when information was needed or when a problem arose. Since these volunteers could not meet in a group, SERVE staff telephoned each one weekly to receive their reports, answer their questions, respond to any suggestions and ideas they might have, and ensure continued contact with them.

In time, a plan was evolved in which one of the experienced TLC volunteers who was not handicapped was assigned the job of contacting each of the callers every Friday, obtaining individual reports on progress and problems and recording information about each recipient and each caller on a form prepared for the purpose. This job was carried out from the SERVE office. Questions raised by the callers were brought to the attention of SERVE staff through this volunteer who served as coordinator, thus maintaining the link of the callers to SERVE.

Production Groups

SERVE staff assumed the operational leadership role for most of the groups based at the senior centers. Center staff was rarely available for this purpose, either because the SERVE group met before the regular activity of the day had started at the center, or because there was not enough staff to permit the assumption of additional program responsibilities. In some production groups, therefore, there was direct and ongoing contact between the volunteers and SERVE staff and it was not necessary to set aside a special time for training every week.

Production groups which carried out their weekly assignments at the senior centers usually devoted a portion of each work session to informal discussion with the SERVE staff member who acted as group leader. Description of the work at hand, its usefulness to the agency or institution for which it was being prepared, and the steps in its preparation formed the basis of discussions; these were supplemented by occasional meetings with more formal content and program. Opportunities were also provided for center-based volunteers to visit the agencies for which they were preparing supplies and educational materials.

Small Groups and Individual Volunteers

Regular but less frequent meetings were arranged by SERVE staff for groups which worked at the offices of national or local organizations and for volunteers assigned as individuals in various agencies. These meetings, held either at the local agency or the SERVE office, enabled the volunteers to exchange experiences in the broader group and to develop identity as a SERVE unit.

Although SERVE staff visited these small groups periodically, there was no attempt to do so on a weekly schedule. In the small agencies, the supervisor or manager was responsible for developing the group relationship, and SERVE staff kept in close contact with supervisory staff while maintaining personal relationship with volunteers by periodic visits and group meetings. In these instances, no matter how small the group, the importance of volunteers working on one day rather than being assigned individually throughout the week was consistently recognized and consciously carried out to the benefit of both the volunteers and the agency. Thus, group association of the volunteers was encouraged.

The Annual SERVE Volunteer Training Institute

In the autumn of the first year of the demonstration project a SERVE Volunteer Training Institute was held. This was designed to provide active volunteers with an opportunity to deepen their understanding of their roles in community service. The undertaking proved so successful and so popular that three-day institutes were conducted in each of the two succeeding years. Content of programs became broader each year in order to encompass the interest of the growing number of volunteers who participated. Attendance of 55 in the first year rose to 128 in the second and to 220 volunteers at the third annual Institute.

Active service status, with a minimum of 50 completed hours of volunteering was required for admission. Other than a registration fee paid by each volunteer, total costs of the Institute were met by the Community Service Society because of its appreciation of the value of the Institute as a training tool. Project funds were not used for this purpose.

Except for Tribute Day, when recognition pins were awarded, the Institute provided the only occasion on which active volunteers in all agencies and groups could come together and learn from their peers about the activities in other SERVE programs.[*] In addition to formal presentations by specialists in the fields of aging and volunteerism at each Institute, an entire day was devoted to workshop discussions in which the volunteers expressed their views about facets of the SERVE project. Under expert leadership volunteers examined their own experience and offered suggestions that could be applied not only to their activities but to other communities interested in organizing similar services.[*] At the close of the workshop day, representatives of each group presented summary reports at a plenary session, and their eloquence testified--both directly and indirectly--to the value of SERVE both to the affiliated agencies and to the volunteers.

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[*] For the program of the third Training Institute, see Appendix D.

The Institute should be viewed not as an isolated experience, but rather as a culmination of months of training on the job. It was also an important part of a series of ever-widening relationships for each volunteer: first as an individual performing his specific assignment in one limited facet of an agency's program; next as a member of the total SERVE group in the agency in which he worked; finally as an important part of the total SERVE program on Staten Island. Thus, the Institute dramatized to each one his membership in something larger than his particular assignment at the agency where he served. As it reinforced in-service training, it enhanced his role in the community and in his own eyes.

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The SERVE training program, in its totality, not only proved efficient and effective for the agency and the volunteer, but also provided a milieu in which volunteers were able to learn from each other. This group association fostered personal development and growth that could never have taken place if each volunteer had been working on an independent, individual basis. As a result, the agencies which were able to give the most time and attention to training volunteers through the SERVE group approach or an adaptation of it were rewarded by the loyalty of their volunteer corps and by the increasing numbers of volunteers who joined the program. In their turn, the volunteers became ardent and articulate spokesmen in the community for "their" agencies and interpreted in a most effective fashion the role of these agencies and the contribution they were making.

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[*] For guidelines for workshop discussion leaders, see Appendix E.

VIII. FACTORS AFFECTING RETENTION

Every aspect of the SERVE program depended upon the interplay of a number of related factors, each of which was modified and realigned in the continuous effort to sharpen and improve techniques. The success of one increased the likelihood of success of the others. In no area was this interplay more evident than in that of retention. High retention would reflect the satisfaction of volunteers and agencies alike, and would serve as documentation that a total community would benefit from a volunteer service program by older persons.

SERVE's emphasis on the development of techniques to retain the interest of volunteers was a somewhat different approach from that of the traditional community volunteer bureau, which normally sees its responsibilities limited to recruitment and placement. In the volunteer field as a whole, the importance of retention tends to be underplayed. When it is recognized as a factor, it is usually assumed to be the responsibility of the placement agency or of the volunteer himself.

An analysis of some of the factors affecting retention are presented in the research section of this report. What is important here is that 70 per cent of the 642 volunteers who participated in the program since its inception were still serving regularly at the close of the demonstration project period. Moreover, attendance was excellent.

Especially significant was the fact that individuals of lower socio-economic status and no previous volunteer experience not only were successfully recruited but had a notably high retention rate. Furthermore, while the majority of the volunteers carried only one assignment, well over one-third carried two or more simultaneously. And it was the older members who contributed the largest number of extra hours.

Job Assignment

The joint efforts of SERVE staff with volunteer directors and other agency personnel to provide appropriate assignment opportunities were of key importance not only in attracting potential volunteers during the process of recruitment but in ensuring that, once started on the job, the volunteers would retain their enthusiasm. Unless the volunteer believed that he was performing a necessary task--one which kept him busy and which he would do well--and unless he felt his efforts were appreciated, he was unlikely to remain. An additional source of satisfaction for the volunteer was his interaction with his peers while on the job--a sense of mutual effort toward a common goal in an atmosphere of sociability and friendship.

Another factor in retention was the expectation of regular attendance. There would have been little respect for job or self if a "come-whenever-you-can" attitude had prevailed. Such an attitude would have implied that neither the job nor the volunteer was important. An added inducement was the volunteer's knowledge that the residents or patients he served were looking forward to seeing him, and would miss him if he did not come.

Choice of placement agencies within the SERVE structure and choice of assignments within the larger agencies clearly had their effect upon retention. If the volunteer was not happy nor suited to his specific assignment, he had the option to change, and thus would not be lost to the program. Similarly, if the agency, large or small, was not satisfactory to him or well suited to his interest or needs, or if a program was of short duration, other opportunities were available to him in other agencies. Changes, however, were few and infrequent.

A key factor in making regular attendance possible was the provision of transportation. Without it, most of the programs could not have been developed at all.

Supervision

The competence and sensitivity of the immediate unit supervisor also played an important role in retention. The kind of supervision provided and the manner in which it was offered bore a direct relationship to the quality and satisfaction of job performance, which in turn affected volunteer interest in remaining with the program. If the supervisor inadvertently created the impression that the volunteer was "more trouble than he was worth" this inevitably--and understandably--discouraged the volunteer. Conversely, investment of time and effort by agency staff, particularly during the early stages of a volunteer's assignment, was well repaid. It ensured that the volunteer would understand the nature and details of his assigned task, and that he would be helped to take on his new responsibilities.

SERVE experience pointed up that careful choice of supervisory staff and a clear understanding of each volunteer's assignment within the unit were particularly necessary when working with older persons, all too many of whom lacked self-confidence and were fearful that they might be rebuffed. The extra pat on the back and the additional words of encouragement and praise did much to make them feel welcome, needed, and important. The absence of such reassurance might often have been interpreted as proof of a lack of interest and concern, even though it may not have been meant as such.

In most instances, particularly in the large institutions, it was not possible to bring the supervisory staff together at one time for orientation although this might have been desirable, helpful and time saving. It was, therefore, necessary for the director of volunteers initially to meet individually with each staff member to provide him with the necessary direction. Informal orientation of staff to the most productive use of older volunteers was greatly facilitated by the continuous presence and availability of SERVE staff on each SERVE group day. SERVE staff members saw it as an important part of their job to build a sense of rapport with each one of the line staff who was supervising SERVE volunteers. This enabled them to interpret a difficulty as seen by a volunteer, to discuss new ways in which the volunteers could be helpful to the agency, and to serve as liaison when volunteers wanted to raise questions but were hesitant to do so. This easy relationship also permitted SERVE staff to help line staff understand in what ways they could make the volunteer feel more at ease, more needed and more valuable.

Since the attitude of agency staff affected the likelihood of volunteers remaining on the job, it was important that both the director of volunteers and SERVE staff be sensitive at all times to volunteer reactions and to their feelings about their supervisors and their assignments. Only in this way could necessary adaptations be made in time to make certain that a volunteer would not be lost to the agency.

This in no way should be taken to mean that the volunteers needed--or wanted--to be coddled, nor was it necessary to lower standards of performance.

On the contrary, just as clarity in the structure and definition of the job was essential, so clarity as to expected volunteer performance was an important tool in retention.

The Group Approach

The regular volunteer group meetings were an essential component of each SERVE program and provided the setting in which individual volunteers had the opportunity for the social interchange and mutual support that most older persons want and need. Here, the SERVE staff created an atmosphere of solidarity and freedom which stimulated a feeling of confidence in each volunteer. It provided a channel through which he could voice suggestions and complaints that he would have been hesitant to make independently to his own supervisor or that had previously not been recognized and met by the supervisor. For example, in the early days of the Willowbrook program, a group of sewing machine volunteers were discouraged and might have left, much as they liked their work, because they were unable to obtain heavy thread from their supervisor that would not break as soon as it was put in the machines. After three weeks of unsuccessful effort, they concluded that if no one was able to meet this reasonable request, their job could not be important or necessary. Once this matter was brought up at the group meeting, the request was met immediately by the volunteer director.

Another value of the group meeting lay in the fact that it dramatized the common effort of the volunteers. The group meeting and the group identification that came with it created an esprit de corps and a sense of belonging which substantially enriched the program, and made it more than just the actual provision of service.

For both SERVE staff and the volunteer director the group meetings carried the additional advantage of efficiency. Staff could never have found time to relate individually with each volunteer; yet their interest in each one and the expression of this interest was of paramount importance for retention. Furthermore SERVE staff, by concentration on one group of persons on one day, or on a portion of one day, was able to promote and conduct many SERVE programs simultaneously. Without the group structure in each agency it would have been impossible for the very small SERVE staff complement to service the volunteers and the agencies adequately and impossible for the total program to expand at the rate it did.

In large institutions an organized group meeting which brought the many volunteers together from a number of work units was vital. In some smaller agencies all the volunteers were assigned to the same work setting (such as the office volunteers) so that the group functioned as a group during the whole work period. In these instances the supervisor and the volunteer director were one and the same person, and thus a relationship was naturally established between volunteers and supervisor. In other small groups, a volunteer himself took on the responsibility of coordinator (school reading program, TLC) and reported to SERVE staff who visited the program periodically, but not on a weekly basis. Thus, it was not necessary for SERVE staff to be present on each work day in all programs.

On the other hand in the production groups at the senior centers, because of the unavailability of agency staff, SERVE staff carried total leadership responsibility during every work session. As a result of the continuing relationship with volunteers in these settings, it was possible to develop volunteer leadership from among the group members who took over certain coordinating and administrative activities. Thus, the essence of the group approach was carried out in a number of different ways.

The high retention of the more isolated unaffiliated individual can be attributed to his membership in and feeling of identification with a SERVE group. There is little likelihood that he would have continued in his role as a volunteer had it not been that the opportunity to participate in a group helped him to meet his personal needs for socialization and provided him with a constant source of support and strength.

The group in one form or another was essential to every SERVE program. Modified and adapted to conform to the specific structure and needs of each separate situation, its successful conduct was basic to the success of the demonstration project and the retention of volunteers over a long period of time.

Relationship of Volunteers to SERVE Staff

The genuine interest of SERVE staff members in the volunteers, the concern about them as individuals, was of great importance as evidence that "someone cared" and this attitude had a direct bearing on retention. Staff members made every effort to be available to talk to volunteers, and to listen to their complaints or compliments. They kept an eye on the volunteer while he eased into the group and the agency. They acted as a go-between to heighten communication within the group itself as well as to promote better relations with, and understanding from, the agency staff.

Furthermore this interest and concern on the part of SERVE staff extended beyond the work setting and the group meeting. Staff members contacted volunteers to find out the reason for absences, they sent "get-well" cards in instances of illness, they attended senior center birthday parties of SERVE volunteers, and accepted invitations to special events sponsored by the community organizations to which the volunteers belonged. They listened well and when problems arose in the lives of volunteers, they were able to follow through on referrals to agencies qualified to help in solution of the difficulties. In every way, they became an integral and caring part of the volunteers' lives.

Relationship of Volunteers to Their Peers

Volunteers developed an interest in and affection for their peers in the SERVE program. Friendships grew out of working together and from the interchange and sociability at the group meetings, whether luncheon was provided or was brought by the volunteers. Absences were noted, and inquiries made as to whether the absentee was ill, had suffered a family loss or had gone out of town. Members of the group visited their absent co-workers in cases of illness or bereavement to bring a message of cheer or to chat informally about SERVE developments and personal news. This atmosphere of friendship represented a constructive force in the lives of the volunteers. It strengthened their loyalty to their agency and to SERVE and thus increased their desire to continue to participate.

Recognition and Publicity

Recognition of the contribution of volunteers as individuals as well as members of a SERVE group and publicity for the total program served several functions. They increased the volunteer's self-esteem by stimulating pride in his individual contribution and pride in his share in the larger contribution of the total efforts of all the SERVE volunteers on Staten Island. Simultaneously, these various public relations and interpretation activities created and sustained an attitude of receptivity and approbation throughout the entire Island community and acted as a constant reminder of the value and increasing strength of the SERVE program. For the older person, recognition and appreciation of his efforts were particularly significant as a replacement of the recognition and status he had previously received from his job, his family and his earlier associations.

Individual and group recognition which played so important a part in retention took a number of forms. Informally, this was manifested in the day-to-day operation of the program through consistent acknowledgment of the interest, skills, and needs of the volunteers. Recognition started with the arrival of the volunteer on his first day of service. A warm welcome by staff was followed by introduction to and welcome by the group at its meeting following the work session. Each volunteer received a SERVE ribbon after the first three weeks of service. The careful, accurate record of hours of service which was kept for each volunteer also stimulated his interest in regular attendance.

Recognition was also provided within individual agency settings: through programs planned for this specific purpose for all volunteers of all ages in the agency; through visits of officials to the SERVE program and their attendance at the group meetings; and through participation in these meetings by agency staff and administration. These occasions provided an opportunity to praise the volunteers, and to point out the value of their service to the agency and to the larger community.

Public recognition in the local press, the radio and TV represented important expressions of support from the broader community. Volunteers were continually aware of items about SERVE which appeared in the Staten Island Advance and in local and national publications. They clipped them to show to family, friends and SERVE colleagues. As the program developed, this favorable publicity made potential recruits aware of SERVE and thus more receptive to recruitment efforts. The volunteers read SERVE'S quarterly Newsletter with pride and carried copies around with them to share with others.

The annual SERVE Tribute Day ceremonies provided a formal occasion to express in tangible and visible form the fact that their service was valued, needed, important, and appreciated. The presence and praise of dignitaries from the borough, city, state, and national government and the presence of a large number of agency staff and Staten Island residents, enhanced the status of SERVE in the eyes of the volunteers and also the individual's status in the eyes of his family and friends. The pin which the volunteer received indicated the number of hours he had served, and his pride was evident as the number increased from year to year.

The annual SERVE Volunteer Training Institute provided a similar opportunity in a different manner. Here, over a three-day period, the stress was not only on a broader training of the volunteer, but on his thinking, his experience, his suggestions, his advice. He listened to the other volunteers and to the experts--but they also listened to him and treated what he said with the respect it deserved.

Retention was born in mind during each step of the SERVE effort in the broad interpretation of SERVE to the community; in the determination of appropriate placement agencies; in recruitment; in assignments to suitable work opportunities; in group meetings; in week-by-week relationship with staff; in the encouragement of friendships among the volunteers; and in the development of the identity of each volunteer as a member of his work unit at his specific agency and as a part of the total SERVE program on Staten Island.

IX. TRANSPORTATION

Provision of transportation is essential in both the recruitment and retention of SERVE volunteers. It bears emphasis that with older persons this does not mean simply the payment of carfare, but the actual furnishing of a bus, car, or taxi to take a group of volunteers from their neighborhood to their placement agency.

Transportation Practices

The practices observed in supplying transportation for SERVE volunteers were not only predicated on the group approach but were made necessary by budgetary limitations and the need for transportation procedures which would be applicable to all volunteers.

.... Transportation was provided only for groups composed of four to forty volunteers and not on an individual basis.

.... SERVE arranged for transportation and made payment directly to the carrier. In a few instances, volunteers were reimbursed for actual carfare but they were not given a flat daily sum for "out-of-pocket expenses." SERVE believed that the dignity of the volunteers would be enhanced if the attendant costs were paid by SERVE whenever possible, rather than by reimbursement to individual volunteers.

.... A cost ceiling was established of approximately $1.00 to $1.50 per person for a round trip by chartered bus or shared taxi. The average cost was higher when a new group was started, but as the group grew larger, the cost frequently dropped below the ceiling.

.... Evidence of adequate insurance was considered necessary. Bus and taxi companies which contracted with CSS to provide transportation for the volunteers were required to submit a certificate of insurance showing that they carried maximum liability coverage. Similarly, private drivers and staff members who had occasion to transport volunteers were also required to file a statement with CSS attesting to adequate personal insurance coverage.

.... Pick-up points selected for groups of volunteers had indoor waiting areas. Efforts were made to ensure that the bus or taxi trip would not exceed one-half hour. In arranging for group transportation, staff made sure that the transportation facilities could be depended upon for regular and punctual service.

.... In order to provide for as many groups as possible from as many locations as possible, and to keep within budgetary restrictions, group transportation from one pick-up area to a placement agency was limited to one day a week, with pick-ups from other locations on other days. If a volunteer wished to serve two days a week--for example, any Willowbrook volunteer who wanted to come on Thursdays as well as Mondays--it was necessary for him to make independent arrangements to meet the bus at the designated pick-up place on the second day. No reimbursement was made for carfare to get from the volunteer's home to the pick-up point.*

Use of School Buses

A chartered school bus was found to be the most practical and inexpensive means of transporting large groups of volunteers from one or two geographic areas to one placement agency. Buses were used during the hours when school was in session, from 9:00 a.m. to 2:00 p.m.

Two systems were followed. In some instances, the bus picked up a group of volunteers at one or two specified locations, took them to the placement agency, and returned at the close of the volunteer session to transport the group back to the initial locations. In other cases, the bus was chartered for the entire period of the volunteer session and thus was available as needed. The second system was used at institutions (such as the Willowbrook

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*The extension of the New York City half-fare for the elderly to all hours of the day was strongly advocated by the SERVE volunteers at a recent SERVE Volunteer Training Institute. This would benefit those volunteers who now must pay full fare before 10 a.m. to get to their pick-up points.

State School) which have many buildings spread over a large area. Here the bus driver deposited volunteers at the buildings to which they were assigned, at lunch time picked up those who were not within walking distance of the dining room, and later drove the entire group back to the initial pick-up points.

The average cost of chartering a school bus during the school year was $25 per session, and twice this amount during the summer and on school holidays. During one summer, SERVE was able to charter a bus used by a day camp program and thus was able to retain the lower rate.

When Taxis Were Used

A taxi was used for groups too small to warrant bus transportation. Individuals living in one area or in adjacent areas were picked up by the taxi at a central location and taken to the placement agency. If the group was too large for one taxi, or if a number of persons came from widely separated areas, several taxi pick-ups were arranged. The following rules were applied in utilizing taxis for small groups:

.... There was no individual pick-up even if a volunteer's home was on the taxi route. A taxi was provided only for a group of persons who met at one specified location.

.... Whenever possible, SERVE arranged with the taxi company for a flat weekly rate, payable at the end of the month upon receipt of a bill. If the taxi company did not agree to this, a volunteer was appointed as transportation coordinator for his small group. He was given a monthly sum for taxi payments to be accounted for at the end of the month. He also checked on the taxi's time schedule and was the person to whom the other volunteers reported if they were going to be absent.

Use of a Volunteer's Car

Use of a volunteer's car to pick up a group was not encouraged. It was resorted to in only one instance for a group of five volunteers who lived some 20 miles from Willowbrook, in an area distant from the route of the bus which transported the majority. The volunteer driver was reimbursed with a set amount each week for gas and oil expenses incurred in picking up the group in his own neighborhood and driving them to Willowbrook.

A few volunteers owned cars which they used to drive to their placement agency. They were not reimbursed for expenses and were never asked to pick up other volunteers.

Public Transportation

If there were not enough volunteers to warrant special transportation, or if they did not come from one geographic area, they were asked to use public transportation to any agency that could be reached in this way. Public buses were used by many volunteers who worked in the offices of national organizations since these were accessible to all the bus routes. Most volunteers paid their own bus fares but in some instances, reimbursement was made for the precise sum expended.

No transportation was necessary for neighborhood-based programs carried out in senior centers or housing projects, since the volunteers for these activities were recruited from the immediate neighborhood. If volunteers subsequently invited friends from other neighborhoods to join their group, they paid for their own transportation.

Transportation Methods Which Were Explored But Not Used

Other methods of providing transportation were explored but rejected for various reasons.

The Red Cross was willing to consider use of its station wagons when these were available, but could not guarantee them on a regular, sustained basis. Hence it was not practical to use these vehicles for regular volunteer pick-ups.

Staff explored the possibility of using a Head Start bus operated by the Staten Island Mental Health Society. This would only have been available for the morning pick-ups, and not for the return trips.

It was considered unwise to use car pools with younger members of the community as drivers. They were too difficult to organize, and not sufficiently reliable. In addition, many drivers were hesitant to assume the responsibility of transporting older people.

SERVE was offered the use of an old bus by one of the agencies where volunteers worked, but without provision for a driver. The risks involved and the concern regarding liability precluded acceptance of this offer.

Staff also explored the possibility of using buses owned by institutions such as the Willowbrook State School. However, these were used by the agency for so many other purposes that they could not be scheduled on a regular basis for the volunteers.

Experience indicated that budget limitations of the Staten Island agencies prevented them from financing chartered buses or taxis to transport their volunteers, even after the SERVE program had proved its worth.

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The problem of working out individual transportation for persons living in different geographic areas was never solved. Financing taxi service for one or two persons would have been economically unfeasible and also it would have been impossible to offer this to some volunteers without making it available to all who might need it.

Thus a number of older persons who lived in widely distant areas on the Island were unable to join the program because the institutions which needed their help the most were inaccessible, and volunteers could not reach them without the literal provision of transportation. Similarly, since the homebound did not live in one concentrated area, volunteers could not be brought to them on a group-transportation basis, and consequently it was impossible to initiate a program of individual friendly visiting to homebound persons.

In developing SERVE programs in other communities, it might be possible for staff to arrange with an agency either to make its vehicles available to transport its volunteers or to pay for bus or taxi service. Other possibilities which merit exploration in each community include: arranging for the city or township to contribute use of public school buses; encouraging service clubs in the community to sponsor one group of SERVE volunteers by paying for transportation of a group of volunteers to one agency on one day a week for one year.

The problem of transportation is very real and cannot be minimized. The success of any program of volunteer service by the elderly depends upon full recognition of this problem and an ability to provide transportation consonant with the characteristics of the specific community, the location of the placement agencies, and the areas of concentration of older persons.

X. HOW THE AGENCIES VIEWED SERVE

It was clear to SERVE staff that the agencies which participated in the SERVE program recognized that they themselves had derived great benefits from the volunteers' activities. However, staff thought it would be wise to assess agency thinking in a more objective fashion. Therefore, at the close of the demonstration period, a research worker interviewed 61 staff members in 25 agencies, each of which was currently engaged in a SERVE program or previously had been so engaged. Staff members were asked to recall their reaction at the time that they originally considered establishing a SERVE program, and then to give their reactions to the program after it had been in operation.

The 61 staff positions represented a wide range, including the administrator in some agencies, the director of volunteers and line staff in others, and some senior center staff whose agencies had served not only as a setting for SERVE programs but also as a source of recruitment for volunteers. This meant a wide variation both in level of responsibility within the agencies and in the day-to-day contact with SERVE, its staff and its volunteers. In addition, although the majority of the agencies had been connected with SERVE for at least a year, length of time ranged from four months to almost four years. No attempt has been made to weigh responses of various staff levels in the general overview which follows.

First Reaction

Fewer than half of the respondents had heard of SERVE before the project staff initiated the first formal contact with their agencies. Nevertheless, the prevailing initial reaction, as they recalled it, was favorable. "It seemed like an essentially worthwhile experiment," was a typical response. As was to be expected, this reaction was primarily focused on the potential it promised for the agency. "I wanted to know what would be in it for my agency," recalled one executive. "SERVE was a new community resource. Would it last? Would it continue to be funded?"

Many agency staff members were cautious about the use of older persons as volunteers, and few of them were drawn to SERVE because of its potential benefit for this age group. Many held preconceived, stereotyped views about the aged, and reacted affirmatively only because SERVE staff was ready to take on a large part of the responsibility of helping them develop this program in their agencies. However, the reputation of the sponsoring Community Service Society and its support and assistance influenced agency staff to review the possibilities of strengthening their own volunteer programs.

A few staff members recalled having had mixed feelings, having been taken off guard by the proposal or having had serious doubts. When they did, they ascribed their hesitation to fears that the program would absorb too much agency staff time or that older persons might be ineffective or might hurt themselves. One administrator acknowledged, "I thought it would fail. I doubted if it could be done."

SERVE staff themselves remembered the first reactions of most agency personnel as a "wait and see" attitude. Their cooperation had been due not so much to a conviction about the value of the program, but to the fact that SERVE was available and willing to recruit volunteers to help them in areas where they needed this kind of help. During early contact with SERVE staff, many at best appeared merely open-minded, while some were frankly skeptical. Several thought they could only use outstanding, skilled volunteers. Others could not envision the use of more than a few volunteers at a time, scattered throughout the week. Misconceptions existed which required a clear demonstration of the contribution that older volunteers would make before they could be overcome. In its early ventures, SERVE had to prove the validity of its concepts and goals; only then were requests received from already established SERVE programs for more volunteers and from additional agencies for the organization of new SERVE programs.

It must be noted that the initial response of the volunteer director of Willowbrook State School was not only receptive but enthusiastic. This attitude grew out of her strong belief in the value of volunteers, coupled with her success in using older volunteers in another community. Indeed, it was her commitment and flexibility, and the support of the director of the School, that enabled SERVE to launch its first program at Willowbrook. This later became the prototype for SERVE programs in other settings.

Effect of SERVE on the Agency

The respondents were asked to comment on the impact, if any, that the program had had on older persons, their own agency or the community.

There was clear conviction that SERVE had benefited the agencies. Many thought that agency program had been strengthened by the regular and reliable attendance of the older volunteer over a long period of time, and by their interest, warmth and ability. "Old persons are ideal for our patients," said a supervisor. The volunteers brought a personal touch and gave assistance to both patients and agency staff which would not have otherwise been available. "Volunteers are able to do things that the agencies don't have the time to do. They supplement the paid employees. They are filling a real need."

The agencies noted a positive change in their own attitude toward older persons since the inception of the program. "I've learned something. I didn't know old people could be such useful workers. I was amazed that SERVE sent me men with just the right skills for my workshop." They were pleased with the contribution that they as agency staff members had made to the SERVE program. They noted with satisfaction that the numbers of volunteers had increased, their job assignments were carried out with greater competence, and they were able to relate more easily to the patients. "The volunteers have developed an interest in the patients, not in just doing the work," one supervisor said. "At first they were unwilling to approach patients." Another commented: "Some of the volunteers are now more familiar with their work and able to help new volunteers. Also, they do more different things than at first."

Many respondents were surprised at the caliber, patience and self-sufficiency of the volunteers--characteristics which they obviously had not previously recognized. They were equally surprised that retired persons were willing to volunteer, and at how much they could and did accomplish. The volunteers seemed ideal to many respondents. Some assumed that there must be an elaborate screening process, especially since a number brought special skills to the agency to which it would not otherwise have had access.

Senior center staff registered a different kind of satisfaction: they reported that center membership had increased as a result of member involvement as volunteers in the SERVE program. Not only did SERVE develop programs that were based in the centers, but it also attracted unaffiliated individuals who, during their volunteer activities, developed friendships with senior center members and subsequently joined the centers themselves.

The majority of those questioned attributed the success of the program to the availability and quality of SERVE staff as well as to the caliber of the volunteers. The general opinion was typified by the comment that SERVE was "a great thing run by very competent people. So badly needed and so effectively run."

A few respondents were negative in their attitudes. These were mainly staff from the few agencies in which the SERVE program had not fully developed or had terminated. Weakness in the program in these instances was attributed to a variety of reasons: an insufficient number of volunteers had been recruited for them; the agency did not have an effective director of volunteers; older volunteers lacked the flexibility required for a specific program, and one respondent believed that SERVE staff had not given the attention necessary to foster the program in his agency.

In response to another query, agency staff was asked to suggest improvement in the program. No basic changes were proposed although there were a number of suggestions for more volunteers, more job assignments, more time, more staff, more publicity; that is, "more of the same."

Effect of SERVE on the Older Person

A large proportion of the respondents said that they had developed an increased interest in and receptivity to the older person--and especially the older volunteer--since the inception of SERVE. Several mentioned that the program had benefited the volunteers and that participation in SERVE had given the older person a renewed sense of belonging to the community and increased self-confidence. Some noted the positive results of the large-scale formal events held by SERVE--such as Tribute Day--which raised the stature of older persons in the eyes of the total community.

Effect of SERVE on the Community

Some agency personnel stated that not only was SERVE filling a community need, but the community recognized this contribution and held it in high regard. Others commented that SERVE staff had "sold" a concept to the Staten Island agencies, that the volunteers had proved the validity of this concept to other older persons and to the community in general, and that the program had received state and national as well as local recognition.

In addition, several executives noted an improvement in community understanding of their own agencies' activities. They regarded this as an outcome of the participation of the SERVE volunteers in their program and of the loyalty, enthusiasm, knowledge, and articulate support which this engendered.

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The strong concensus was that the agencies and the Staten Island community alike had benefited from the SERVE program and that the project should be continued in its present form. Agency staff was pleased as well as surprised at the high degree of dependability and commitment of the older volunteer.

Interview responses indicated that, by the end of the project period, there was much greater understanding of the value of the program to the older person and consequent strengthening of agency program. Despite this conviction, agency staff members still had to give first consideration to the responsibilities of their own job assignments and this did not necessarily allow time or opportunity to expand the SERVE program further in their own agencies without supportive assistance from the SERVE staff. This was particularly obvious in the area of outreach and recruitment. Respondents recognized the expertness and leadership which SERVE provided and they wanted the program to continue, since it improved service to their clients and patients.

In sum, the agencies and SERVE, each with its own focus and goal, were seen as having developed a cooperative working relationship which provided a substantial service of benefit to the volunteers, to the agencies and to the community as a whole.

XI. HOW THE VOLUNTEERS VIEWED SERVE

Evaluation of the SERVE program would not be complete without considering the views the volunteers hold about the effect of the program upon themselves and their lives.

Research findings on this subject are presented in a separate chapter.* However, the volunteers' personal interpretation of the meaning of SERVE is clearly revealed in testimony on two occasions before the Special Subcommittee on Aging of the Committee on Labor and Public Welfare of the United States Senate; in information about individual volunteers drawn from SERVE records and staff interviews with them; and in the volunteers' comments at group meetings and at SERVE Training Institutes.

The consensus that emerges is that SERVE has indeed helped the older volunteers. It has given them a goal and added new meaning to lives which too often were empty and purposeless. It has developed dignity and self-esteem among them; given them a sense of involvement with and for others; provided companionship and the opportunity to make new friends with others in their age group. SERVE has helped the volunteers to gain a new perspective on their own problems and to adjust more easily to physical disabilities and health limitations. According to the volunteers, SERVE succeeded in creating a new image of themselves in their own eyes and in the eyes of the community.

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*Chapter XIX

Testimony Before the Senate Special Subcommittee on Aging

Several SERVE volunteers testified on their experiences before the Special Subcommittee on Aging of the Committee on Labor and Public Welfare of the United States Senate at hearings held on September 18, 1967, and on June 19, 1969. Bills to amend the Older Americans Act of 1965 were considered at both hearings. All of the volunteers who testified indicated that SERVE not only provided services of benefit to the community, but was of value and importance in their own lives. The following excerpts from their testimony are taken from the official transcript:

From the statement of Mrs. Carmine Diodato at the 1967 hearing:

"Since I like dancing, I joined the dance group [at Willowbrook State School], we dance with the same group almost every week, and it is marvelous how they react to our dancing. But that isn't half of the story.

"It is what it has done for me.

"It has made me useful, wanted, necessary. I did not feel as though I was getting old. I am not ready for the junk heap or the old rocking chair. I still feel I can get about, and hope to get the chance and the opportunity to do it for a very long time to come."

From the statement of Mr. James J. Gallagher at the 1967 hearing:

"It took me from sitting down all day reading newspapers or sitting around the center, and gave me something to do. I go to Willowbrook on a Monday to put in four hours. Then I think of the children for the next two days, the different things we could have done with those two children who had adopted me. They have adopted me, those two children up there. I am one's grandfather.

"Another little fellow was her friend and he took a liking to me, too. So I have been taking them outside in a wheelchair and bringing them in and feeding them. I think it really helps me more than it helps them, although I know they are improving."

Replies by Mrs. Diodato and Mr. Gallagher to Committee questions:

At the 1967 hearing, the two SERVE volunteers were asked: "My question relates to the effect of this project on the health of those who serve. Do you think it has actually improved their physical health?"

Mrs. Diodato replied: "Physical health isn't the only thing. Mentally, and in every other way, it has given me an incentive to get up in the morning and get dressed. I take pride in my appearance and I am glad to be out with people. It has given me a reason to talk with people and be sociable with them. I don't feel my age very honestly speaking."

Later, she added: "I could speak for the majority of volunteers that I go with. They are not complaining as they used to. They look forward to Monday morning, and they come back all elated and happy for what they have accomplished; they don't have time to speak about their aches and pains. So it must be doing some good. It is accomplishing something."

Mr. Gallagher replied to the same question: "As for my own health, I think it [volunteer service] has been the best thing for me that there is, because now I don't sit around the house reading newspapers or anything else like that. . . . It livens you up. It gives you a spirit that you can do something for the community."

Another question: "Do you have any explanation as to why it has helped your health? Is it because you think less of yourself?"

Mr. Gallagher: "You think less of yourself and you worry more about them. If you sit down and worry about yourself, you are going to get sick."

From the statement of Mr. Fred Russbild made at the 1969 hearing:

"I have the privilege to be one of the original volunteers on the SERVE project. The original project was confined to Willowbrook State School. We have been constantly and faithfully attending what no one calls work, and no one calls duty. . . .

"I have a neighbor, a lady of advanced age, who has two distinct physical handicaps, one affecting her legs and also a stroke that affected her breathing. Yet she cannot be held back. She is not the only one who is determined in spite of everything to make that bus on Monday morning and go to Willowbrook. That is the spirit that prevails among the volunteers who serve--to do something that they can for the helpless who can't do for themselves.

"We have a grandfather of 12 or 14 grandchildren. I would think he wouldn't have enough time to spend with his family, but he chose an assignment with the children and he took in hand a little boy who was severely retarded. He got him off of the floor and then he finally got him that far that he stepped his own first step. The man reported back in our after-luncheon meetings that we hold, saying proudly that day, 'I got Eddy on his feet.'

"Now, this is volunteer work. We are happy to be able to do something. In my own case I retired at 69 and moved to a strange community where I knew not what to do or with whom to associate. The Community Service Society of New York was recruiting volunteers on Staten Island and my wife and I signed up. We have never regretted it. We have found happiness and fulfillment in giving to those who can use our efforts to best advantage.

"We . . . would not give this up for anything in the world. Neither would any one of the other volunteers that I have known who go there. They are eager to come. They meet through hailstorm or rainstorm. Nothing keeps them away. . . .

"Our week is not empty. We don't vegetate. We live. We live for a purpose to serve."*

SERVE'S Influence on Individual Volunteers

SERVE's influence on the lives of many different types of older volunteers is apparent in the following examples. These summaries are based on SERVE records and on informal staff interviews with the volunteers whose real names are given.

"It Has Given Me A Goal"

Mrs. Mary Sullivan, a widow of 77, has arthritis, broke her ankle two years ago, and walks with a cane. Although she has four children and 18 grandchildren, she lives alone. She has been a SERVE volunteer since the program started and was the first SERVE volunteer in the children's ward at Willowbrook.

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*Underscoring added.

She is proud of the fact that during this time she has taught one retarded little boy, Robert, first to pick himself up off the floor and to sit in a wheelchair and then to walk. Now she is teaching him to feed himself. "At least he will be less of a burden," she said.

"Robert," she explained, "knows me and remembers I was kind to him. When he sees me, he screams with gladness. Two years ago I broke my ankle and was unable to go to Willowbrook for six months. But when I returned, he knew me. And I was so happy."

Mrs. Sullivan visits Robert even on holidays, such as Christmas and Thanksgiving. On several holidays, she has taken Robert home with her for a family dinner, with the school's approval.

Asked what working in SERVE has meant to her, Mrs. Sullivan said: "It has given me a goal. And I am very much happier than I used to be. I count my blessings when I go to Willowbrook. It could have been one of my children there, instead they are all gifted. I walk with a cane and I used to complain a lot. Now I don't mind any more. I am happy, happy."

Working at Willowbrook has helped Mrs. Sullivan to forget her own health problems. She gave an example: "Last Monday I was almost sick. Then I thought of the boy [at Willowbrook] waiting for me. So I got up. I could hardly walk to the bus but I made it. And after I got there I forgot my troubles. I didn't really forget, but it was easier. When I go to Willowbrook it makes me think that my troubles are only little troubles."

Working with the other volunteers has also enriched Mrs. Sullivan's life. She explained: "I like the other volunteers. We get along so beautifully. Every one of us are friends."

She concluded: "I'm a Catholic and my religion is faith, hope and charity. If we have faith and do a little charity, then I think we can have hope."

"SERVE Leads to Community Involvement"

Miss Rita McDonough visited the SERVE office a few months after her retirement from a Manhattan business office. A shy, reserved, but determined person, she was looking for a satisfying volunteer opportunity. She became a reading aide in a parochial school and within a few weeks she became totally involved--not only with the children's reading difficulties but with them as individuals.

"I've always been a frustrated school teacher," she said, "and I felt the school reading volunteer program was just the thing for me." She speaks proudly now of the improvement in the personalities and the increased reading skills of "my children."

Her awakened interest in children led Miss McDonough to take on additional service in the book restoration program. She said: "All of a sudden SERVE has given me a family, children as well as good friends of my own age. SERVE staff encouraged me to become more active in my own community and I'm amazed at how much I can do." She commented: "Being involved with important things to do keeps me healthy and thinking young."

During the past few years, Miss McDonough has organized a senior group in her neighborhood, run a children's essay contest, and become a vital part of her community. She was a guest speaker at a conference in Syracuse sponsored by SERVE-in-New York State[*] when that program was getting started.

"A Renewed Sense of Usefulness"

Miss Grace Flynn had been a nurse until she was incapacitated by an accident at the age of 60. She suffers from a progressive bone disease and is confined to a wheelchair. Miss Flynn led a lonely, isolated life. It was especially difficult for her to accept her invalidism because as a nurse she had been accustomed to helping others and to being useful.

SERVE's Telephone-Line-to-the-Community program has helped to give Miss Flynn a renewed sense of usefulness and to bring her into contact with other people. Each day, she telephones four other homebound persons--one who has Parkinson's disease, a heart patient, a multiple sclerosis patient, and a recluse. She feels that her background in nursing is helpful in talking with these four shut-ins and she has developed a warm, personal relationship with each of them.

"A New Outlook On Life"

Mrs. Lucille Navickas is a widow who suffers from Parkinson's disease. She explained that after her husband's death in December 1968, she was "very morbid and cried at the drop of a pin." One of the SERVE volunteers suggested that she join the program so she tried it and has been a volunteer ever since. She works in the occupational therapy shop at Willowbrook helping retarded young men with their handicraft activities.

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[*] Described in the next Chapter.

She said: "SERVE has given me a new outlook and a new slant on life. As you get older, you feel you're slipping away from everything. This gets you out among people and keeps you out of the rocking chair.

"I had nothing to live for. I have no brothers or sisters, no children. The kids [at Willowbrook] love me and kiss me and it makes you feel like you're loved and somebody wants you. One six-year old said to me: 'Will you please come back and be my grandmother?' If that isn't rewarding, I don't know what is.

"Before, I was sitting home and brooding and watching television. SERVE has opened a whole new world for me."

Mrs. Navickas also does some typing in the SERVE office and periodically gives volunteer help to the American Cancer Society. Doing this type of clerical work, she said is "doing things like I did when I was younger." She worked as a typist-clerk at one time.

"SERVE Combats Isolation"

Mrs. Lillian Rothman ran a luncheonette until three years ago when she retired. Shortly thereafter her husband died. She said, "It was a terrible time." She was lonely and did not know what to do with herself. Helping others as a SERVE volunteer provided a solution. She makes bandages at the U.S. Public Health Service Hospital and also works in the SERVE Staten Island office.

She said: "SERVE has been the most wonderful thing. I have made some friends and am not so lonely. It has given me something to do and some place to go. It's good for the mind and good for the body. I've been helping others and helping myself at the same time. It's a life saver."

"Therapy to Relieve Boredom"

Mr. Frank Zuntag is a retired U.S. Navy radio electrician. For about two years he has been a SERVE volunteer, assisting agency staff in the maintenance shop at Willowbrook. He repairs chairs, strollers, and other toys and furniture.

Mr. Zuntag said that he became a volunteer as "therapy to relieve boredom." He quoted a sentence he had read: "Man is nothing when he fails to contribute to the world in which he lives." He added, "All kinds of publications tell the retired how to make life more pleasant, to avoid going into the discard by being involved. And that's why I joined SERVE."

Mr. Zuntag explained that he had been "sitting around doing nothing. I had reached the stage where I was on the verge of becoming an AA candidate. Now, I have no desire for it. Socially, I have one drink now and then, but that's it. Now, I feel I'm accomplishing something for somebody else."

Asked what SERVE meant to him, he answered: "Happiness. You have prestige when you're employed. Then when you're retired, you're like a wilted rose. You're in the discard. With SERVE, I've gained some prestige again. And it makes you feel good that you're doing good."

Mr. Zuntag has also learned to repair sewing machines, about which he formerly knew nothing, and is doing this for senior centers on Staten Island where SERVE programs are in operation.

"I See How Fortunate I Am"

Mrs. Mary Vitacco, 65, has been a SERVE volunteer since 1966. She works at the Berry Houses Senior Center on Tuesdays and Thursdays and visits hospitalized patients every other Wednesday.

She explained that she had no children and was very close to her father, whom she visited frequently. "After he died," she said, "I was very upset. Being a SERVE volunteer helped me a great deal to adjust. I look forward to going and know I'm doing some good. Especially when I visit patients at the hospital, I see how fortunate I am."

Volunteering service proved so satisfactory to Mrs. Vitacco that a few months ago, she encouraged her husband to volunteer also. He goes with her and other SERVE volunteers to visit hospitalized patients. Said Mrs. Vitacco: "He loves it. He feels he is doing something for them. Recently he met a patient who used to live in our old neighborhood. She was so pleased and he was pleased for her."

Comments of the Volunteers at the Training Institutes

Nowhere has SERVE's meaning to the volunteers come out more clearly than in comments made by them during their regular group meetings and at the annual SERVE Volunteer Training Institutes. Here are some excerpts from statements made by volunteers on these occasions.

SERVE is a Supportive Factor in the Lives of Older People:

"Since I started volunteering, I have something to look forward to."

"I can't wait for the day to come."

"It's a new way--a nice way of life; it keeps me from feeling sorry for myself."

"It's good to know that I'm still needed in the world."

SERVE Gives a Sense of Accomplishment:

"It is a most rewarding thing when patients ask for you."

"It feels good to recognize you're learning new things."

"I like the feeling of a job well done."

"I didn't realize I would be so good at it."

"Volunteering is a give and take. I give what I know best--carpentry. As a result somebody benefits and I receive the satisfaction of being useful and I meet new friends. . . . I receive much more than I give."

Volunteers Find Satisfaction in their Relationship with Those They Serve:

"The patients wait for me to come. It means I'm making someone happy. It gives me satisfaction that I'm still able to do that."

"When I'm folk dancing with the children I feel as young as they are. At first I was upset because they are so retarded. Now I know them, and when I arrive, they say, 'Oh, here comes Mama!'"

"The children show us their work and are so happy when we think they are doing good work."

"When you first go to institutions like Willowbrook, you wonder what the Lord has in mind for some of us. Then you realize you are called upon to do something for all of the poor ones who cannot do it for themselves."

"I have 14 grandchildren. They love me. I love them. But they don't need me the way the Willowbrook children do."

SERVE Benefits Volunteers' Health:

"Volunteer service keeps me going. There's not enough housework. Having plenty to do keeps me healthy."

"Even my doctor recommends my volunteering."

"I'm used to working hard. I'd fall to pieces if I didn't have volunteer work."

"Maybe I don't feel good all week but when the day comes to work, I feel good."

"It keeps me in good health, eager and ready to go."

SERVE Brings New Friends:

"I look forward to being with the three women I work with every week."

"I make new friends."

"Volunteering helps to keep me from being lonely."

"Volunteering means getting up earlier, looking forward to it, feeling better on Mondays and Thursdays and being given a chance to make new friends."

Relatives Notice the Change in SERVE Volunteers:

"My son is proud of me."

"I started in SERVE because I lost my husband. I was lonely, even though I have four children. One of my friends said,'You can't go to your children all the time.' Now my children say I'm a different person."

"I have nine grandchildren. Each week they say, 'Grandma, you look better than last week.'"

"I'm so busy now, my children have to make dates to see me."

"I'm more interesting to my family than I was before."

XII. CONTINUATION AND EXTENSION OF SERVE

When the SERVE project was originally approved, there was a commitment to develop a plan for continuation of the program on Staten Island at the conclusion of the demonstration period and also to determine how the experience could be of value to other communities. A primary purpose of the project was to share whatever was learned, and from the outset it was hoped that if the project were successful, it would stimulate the expansion of volunteer service by the aging in other localities.

Continuation on Staten Island

The proposal stated that "project experience and changing community conditions are likely to suggest the appropriateness of a community planning agency . . . or a public agency . . . or some other local agency as the sponsor for the ongoing service. The annual cost for the core service of coordinating and continuing recruitment should not be overwhelmingly burdensome. It is envisioned that this program could be carried out by one professional worker and a clerical assistant." The coordinating mechanism was expected at that time to take the form of a central volunteer office that would limit its efforts to recruiting and referring volunteers.

As for the staff, the proposal stated that "one of the fundamental concepts of the project is that the SERVE staff is the 'enabler,' helping each cooperating agency to initiate and develop an older volunteer service program within their agency." Thus it was expected that the need for SERVE staff in each agency would diminish as the program became firmly established and its value became evident.

By the middle of the second year on Staten Island, it had become increasingly clear that at the close of the demonstration period something more would be needed than a recruitment and referral agency. It was obvious that the SERVE program should be maintained permanently as an independent coordinating unit, which would carry the broad responsibilities it had already undertaken and thus enable SERVE to continue and expand what had originally been a time-limited demonstration project. In this way, continuing placement opportunities could be developed and effective ongoing efforts made to enable older persons to find a useful and satisfying role through volunteer service.

Other early assumptions were also modified. For one thing, the SERVE program grew to such an extent, that it would have been impossible for one professional staff member even to maintain the existing activities--much less to encourage continued expansion and growth. A minimum of the current complement of two community relations workers was needed to carry the load, which at the time the demonstration ended comprised more than 500 older men and women in 27 different weekly or bi-weekly programs. As a matter of fact, the responsibilities were already too many for two staff members: supervision of the day-to-day operation of the program; ongoing relationship with each of the SERVE groups; continued and consistent outreach and recruitment; development of placement opportunities in new agencies; and ongoing interpretation to and involvement with the general community.

Contrary to expectations, it was also found that a sustained relationship between volunteers and SERVE staff was essential if the primary needs of the volunteers were to be met, if the retention level was to remain high, and if that special feeling of belonging to SERVE was to be fostered. Agency staff clearly could not have taken on the special role of SERVE staff despite their clear interest and close involvement. Thus the plan to curtail SERVE staff involvement was not feasible. However much the agencies valued SERVE, their staff did not have the time to participate on a continuous basis in all aspects of their SERVE programs nor to attend to the numerous details essential for success and growth. Even the most interested of the volunteer directors was frequently too busy with day-to-day responsibilities, with extra assignments added to an already tight schedule to take care of the weekly logistics of handling a group of volunteers, to greet new recruits as they arrived, to follow-up on absentees, or even to attend the weekly group meetings regularly.

Most important, perhaps--and also unforeseen--was the value that the volunteers attached to identification with SERVE itself as well as with a specific agency. It became clear that the diverse identifications offered to a volunteer contributed to his sense of satisfaction, his self-esteem and his continued participation in the program. Unlike the traditional volunteers, the SERVE volunteer identified with more than a specific assignment in one aspect of a single agency. As a member of the SERVE unit and a participant in the group meetings at his agency, he identified with the total agency program, and beyond that with the whole SERVE program on Staten Island. Recognition of any SERVE volunteer or any SERVE program was shared by every volunteer, each of whom derived a sense of accomplishment not only from his specific contribution but from the totality of effort. For example, at one of the Willowbrook training sessions no fewer than 17 volunteers brought clippings of an article which had appeared the day before in the

Staten Island Advance, describing the book restoration project which SERVE had recently initiated. None of these volunteers was participating in the new program and few even knew about it. Nevertheless, as one of the group rose to bring it to the attention of the rest, she said with pride, "Look what we're doing now."

This increasing identification with SERVE did not minimize the importance of identification with the placement agency, which SERVE staff encouraged in each volunteer. However, the additional satisfaction of being part of a larger effort was an unexpected "plus," and was recognized as a factor that had to be taken into account in any plan for continuity on Staten Island.

Thus the original plan, which projected that each agency would eventually be able to operate its own volunteer service program without SERVE, had to be modified. The broad community relationships which had become important for each individual volunteer and which played a large part in his continued sense of usefulness and his growing self-esteem could not have been sustained without a continuing SERVE operation. Moreover, it would have been difficult for most of the individual agencies to maintain active older volunteer programs without the support of an independent, overall SERVE structure, and the availability of SERVE staff.

The question then became: What organization on Staten Island could adopt the SERVE program in its entirety and as an entity and continue to put emphasis on meeting the interests and needs of older persons?

As early as the first year of the project, the SERVE director met with executives of a number of social agencies on Staten Island to assess informally the possibility of a structured association with SERVE which would lead to assumption of financial and operational responsibility at the end of the three-year demonstration period.

It quickly became obvious that the overall coordinating agency--the Community Chest and Council--despite its evident interest, was not in a position to finance an ongoing SERVE operation. Its budget was limited and was used to provide partial funding for some 14 Staten Island agencies, all of which needed considerably more money than could be allotted to them. Indeed, it was not the function of the Council to take on the major funding of any program it helped to support.

At the same time, it was judged inadvisable to base the SERVE program in one of the placement agencies or institutions--assuming this to have been possible. Operation of the program within a specific agency setting, in all likelihood, would have restricted the recruitment, training and service to that particular agency. In addition, even if one of the public or voluntary agencies or institutions on Staten Island had been willing to incorporate SERVE, it would have been difficult to maintain its broad community focus. In all probability, the community itself would no longer have viewed it as community-wide but rather as the volunteer program for the sponsoring agency.

Problems of Funding

After many months of exploration, it became apparent that ongoing funding from one agency for the total SERVE program represented a basic difficulty. No single agency on Staten Island had sufficient resources of its own to undertake the financing necessary to maintain the scope of the program.

However, one community agency indicated interest in assuming the responsibility for the continuation of SERVE but was unable to implement such action until two years after the termination of the demonstration period. Furthermore, this commitment was contingent upon its expectation of receiving governmental funds.

Nor was private foundation support a likely source of ongoing funding, although half the budget of the SERVE demonstration project on Staten Island was raised annually by the Community Service Society from a number of private foundations and individuals. The fact that the project was successful and its results quickly evident encouraged a number to renew their grants for each of the three years of the demonstration period. However, private donors share the view of government: having helped to finance the initiation and establishment of an innovative program they expect the "local community" to assume operational and financial responsibility after the value of the new service has been demonstrated.

Thus, a fundamental question remains unanswered at this writing which must be resolved if programs like SERVE are to be established on a permanent basis in any community. How is continuity for a service demonstration to be ensured after it has proven its worth not only to the participants but to the total community?

In the case of SERVE on Staten Island the Community Service Society has agreed to absorb the cost within its operating budget, for the time being. But this is a special instance. Unfortunately, in most cases, the local community does not have the necessary resources, and frequently those communities with the greatest needs are those with the most limited resources.

If programs for the aged are to receive the priority they require, some type of assured, consistent, public funding must become available on a continuing basis and not just on a time-limited demonstration basis.

Planning for Extension Beyond Staten Island

At the same time that efforts were undertaken to develop concrete plans for continuation of the program on Staten Island, the Committee on Aging of the Community Service Society began to give serious thought to the possibilities of extension beyond the Island. The Committee did not envisage actually operating new programs in other communities, but rather presenting the SERVE experience as widely as possible and encouraging interest in the establishment of similar programs in other parts of the State and the nation.

The chairman of the Committee on Aging pointed out the value of promoting preliminary findings while the project was still in progress. Experience with other demonstration programs had shown that it was more effective to interpret their potential significance at a time when current practice could be observed than to depend upon the documentation of a written report after the project had terminated. In too many instances the final evaluation was published only after the program itself no longer was in operation and the staff who developed and worked with it were no longer available for consultation.

For these reasons, the chairman suggested that the Committee on Aging determine which aspects of the program had been most effective and then consider what steps could be taken to encourage other communities to duplicate or adapt them to meet their own needs. In February 1968, the Committee decided "to study ways and means of extending the SERVE concept outside of Staten Island to other boroughs of New York City," and, simultaneously "to explore all avenues of interpretation and communication outside of the city for dissemination of SERVE findings, so as to spur interest in developing similar programs in other parts of the nation."

RSVP - Retired Senior Volunteer Program

During the previous summer the vice-chairman of the Committee on Aging and two SERVE volunteers* had testified in Washington before the Special Subcommittee on Aging of the U.S. Senate Committee on Labor and Public Welfare at hearings on a bill to amend the Older Americans Act. The fact that the Senators questioned the volunteers extensively and showed keen interest in their replies further persuaded the Committee on Aging that the time was appropriate for efforts to stimulate a broader interest in what had been accomplished on Staten Island. As a result of the concern of Congressman Ogden R. Reid of New York for the problems of the aging and his awareness of the SERVE program, he introduced jointly with Congressman John Brademas of Indiana, under a new Title VI of the Older Americans Act, a section (Part A) establishing a Retired Senior Volunteer Program (RSVP) patterned upon the SERVE project. This was signed into law by President Nixon in October 1969.

It was not until Fiscal 1971 that the Congress appropriated $500,000 for RSVP and on June 30, 1971, grants were signed for the first programs to be initiated in 11 states from coast to coast. The appropriation request for 1972 is for $5 million. On July 1, 1971, the RSVP program was transferred from the Administration on Aging to the new federal volunteer agency known as ACTION.

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*As quoted in the preceding chapter.

SERVE experience has documented the urgent need of federal funds to implement a national program of volunteer service by older persons. Financing of the necessary operating costs, particularly for staff and transportation, is essential in order to enable communities to initiate SERVE-type programs. A most significant aspect of the RSVP legislation is that funding is authorized for ongoing programs and is not limited to short-term demonstration projects. This is a fundamental and essential change in approach which should be applauded.

Techniques Used to Tell the SERVE Story

In working out the details for the extension of SERVE to other communities, plans were made to discuss the concept with leaders of the numerous public and private organizations which might be expected to have an interest in a program of this kind. Among these organizations were the federal Administration on Aging; the State Office for the Aging and the Departments of Education and Mental Hygiene of New York State; the Division of Senior Centers of the New York City Department of Social Services. SERVE was already inviting governmental officials to observe its program and to speak at public events, in order to spark their interest and obtain their support. These efforts were to be intensified, while professional staff would take every opportunity to report about SERVE at local, state and national conferences.

The SERVE Newsletter would be distributed as widely as possible, and by describing the developments on Staten Island would encourage other communities to adopt or adapt the SERVE techniques to their own volunteer needs. At the forthcoming Training Institute, the volunteers' suggestions would be sought as to appropriate guidelines applicable to other communities.

At the end of the first year of the project, one modest prototype came into being on the Lower East Side of Manhattan. The residents of Tompkins Square House, a home for well persons over 60 years of age operated by the Community Service Society, invited a delegation of volunteers from Staten Island to visit them and describe the work they did at Willowbrook State School. The residents of the House expressed interest in the possibility of undertaking a similar program at Gouverneur State School, a nearby institution for the mentally retarded. Staff from Tompkins Square House and from SERVE then carried out the necessary planning steps, including a tour-and-see visit at that School. It was not long before some 20 residents and neighbors were recruited to begin work at Gouverneur. CSS provided staff supervision and transportation for the volunteers.

At the same time, the director of the SERVE program was asked for advice in establishing a volunteer program by older persons in another New York State school for the mentally retarded in Melville, Long Island. As a result, a program similar to SERVE was initiated by the Nassau County Office for the Aging which recruited volunteers from the town of Oyster Bay. Similarly, a workshop conducted by the SERVE director at the annual meeting of the Volunteer Service Bureau of Westchester created interest in developing a SERVE program under the auspices of that organization, and preliminary planning was soon undertaken to establish a pilot SERVE program in Westchester County.

SERVE-in-New York State

The Administration on Aging Title IV grant had been provided specifically for the SERVE research demonstration project on Staten Island. This grant could not be used for the development of SERVE in other communities. However, early in the third year of the project, efforts to extend the SERVE concept in a more formal, organized fashion met with success. The New York State Office for the Aging through its Title III program under the Older Americans Act--Grants for Community Planning, Services and Training--made it possible for CSS to extend its efforts to communities throughout the State, to help them develop their own programs based on the SERVE model. The state-wide program came into being on October 1, 1969, financed largely by the New York State Office for the Aging, with a small portion of the budget defrayed by the Community Service Society and the Ittleson Family Foundation, one of the foundations which had helped support SERVE during the three years of the original demonstration. The goal of this new three-year project was to stimulate interest in communities throughout the State, to provide technical assistance to help them develop programs similar to SERVE, and to emphasize the group approach to volunteer service by the elderly.

Two full-time staff members were employed and the director of SERVE on Staten Island assumed additional responsibility as part-time director of the new SERVE-in-New York State program. This staff was not available to direct or operate local programs as had the staff on Staten Island. In the new program, staff responsibility was to give technical assistance and consultation to local communities in all parts of the State so that they might themselves develop SERVE-type projects adapted to their needs.

* * * * *

SERVE has been fortunate in that the sponsoring Community Service Society agreed to finance the program costs on Staten Island after the close of the demonstration period. It has also been fortunate in its receipt of funds from the New York State Office for the Aging to translate the basic findings of the demonstration project into an ongoing technical assistance program for communities throughout the State. After 18 months of operation, pilot programs of the SERVE type have been established in 16 communities and they involve over 500 older men and women. None of this expansion would have been possible without the continuing, practical and visible experience on Staten Island where the original program was established and where it proved its value.

SERVE was not only fortunate but perhaps unique in being able to serve as a model for the federal RSVP legislation while the demonstration project was still in operation. Subsequently, it was one of the major programs highlighted in Recommendations for Regulations and Guidelines for the Retired Senior Volunteer Program, prepared for the Administration on Aging, Department of Health, Education, and Welfare, June 1971.

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Now that the first eleven RSVP projects have been approved for federal funding, it is to be hoped that greater interest in volunteer service programs by older persons will be stimulated. It is to RSVP that other communities throughout the nation will now look for the necessary guidance and financial support to establish programs that would enable their older citizens to Serve and Enrich Retirement by Volunteer Experience.

PART B - THE RESEARCH EVALUATION

XIII. INTRODUCTION, DESIGN AND METHODOLOGY

Integration-Segregation Theories

By the early 1960s, research on aging had accumulated a body of data --sharply focused by the disengagement theory of Cumming and Henry[1]--which, directly or indirectly, was concerned with what Shanas has more recently called the "integration versus segregation" question. That is, should older people be stimulated "by new forms of employment and social activities"[2] to maintain a fairly normal degree of social integration, or should they be encouraged to bow to the typical, inexorable losses of role, friends, and mobility which come with age, and thus disengage from society.

Subsumed within the "integration" theories were those studies which stated or implied that reduction of an older person's integration into society is due to loss or dilution of long-held instrumental and social roles. A corollary of many of these studies was that such role loss, or the isolation/alienation attributable to it, had a detrimental effect on the aging individual's morale, self-image, and personal adjustment.[3] Although disengagement theory postulated a mutual, natural process operating to disengage persons, especially the very old, from most aspects of society, its authors noted the lowered morale which could result when society is ready to disengage but the individual is not.[4] Thus, for many practitioners, legislators and others concerned with the aging, the controversy of integration versus segregation, while of great interest, has not blunted the edge of a practical concern for that large proportion of the older population which is adversely affected by social isolation and feelings of uselessness.[5]

Cumming and Henry have noted that disengagement occurs at different times with different people, and that it is those persons in their eighties who are most likely to be completely disengaged. Further, they have characterized the seventies as a period of "transition" and "pessimism" before the complete disengagement of the very old.[6]

In practical terms, this means that, for many people, the time between onset of primary role losses and total disengagement may be a span of 15 or 20 years--a generation of troublesome adjustment to slowly changing circumstances.

Instrumental and Expressive Role Values

Why does society provide so few interim roles for such older persons? One reason is, of course, the cultural lag which slows recognition and handling of most social problems, particularly in this time of rapid social change. Another reason concerns predominant social values. That is, those values derived from previous roles, and which conveyed status and satisfaction to the role-holder, were usually instrumental values associated with one's "work" role. Yet it is difficult to devise roles for older persons offering a high instrumental content, because of limitations set by the social structure. Thus, more often it is expressive values--those associated with service, socializing, recreation--which are inherent in the available roles. Yet, most persons have not, during their lifetime, been conditioned by society to obtain their primary satisfactions and statuses from expressive roles. Thus, given society as it now operates, how is the older person, as Havighurst et al.[7] have suggested, to "enjoy true leisure in the active, involved, creative sense?"

Clark[8] and Rosow,[9] among others, have suggested that until the values of society change, the aged, as well as several other disadvantaged groups, will find little relief from the uselessness, isolation and marginality that characterize their lives. Certainly, these problems will be compounded as the full impact of large blocks of leisure time--the result of early retirement and the shorter work week--is felt by more persons in other age groups, and any solutions to such problems will inevitably have broader meaning beyond the needs of the older population.

Streib,[10] in his background paper on retirement roles and activities for the 1971 White House Conference on Aging, has called for the development of meaningful new roles for older persons related to expressive values and providing a means of personal growth, and sees volunteer service as one example of such a role.

Indeed, the volunteer role as defined by SERVE has particular relevance to the problem of obtaining status and satisfaction from an expressive role, since it has as one goal an expressive value (i.e., service to others), and yet, this goal is reached largely by instrumental means. Thus, one attraction of SERVE, for persons of this age, may have been its blend of instrumental and expressive values.

Research Goals

SERVE was initiated in the belief that CSS was in an excellent position to establish, through its own expertness, a research and demonstration project which might develop and evaluate some of the possible "intervention," "replacement," and "supportive" variables which Blenkner has stipulated as a necessary part of "programs designed to help the older adult find richer meaning in the time that is left to him."[11] The SERVE model envisaged reach-out and involvement techniques, using group methods. Thus, implementation of the proposed program required that the research staff describe and evaluate in a rather unexplored area. Furthermore, the SERVE program, from the outset, was fluid and experimental, modifying and refining program techniques as they developed, and therefore the research design could not accommodate stringent testing of specific program techniques. Thus, the main research goal has been to describe quantitatively the SERVE program and to specify the characteristics of volunteers, agency, and staff important to development of volunteer programs by older persons. That is, to provide data which would allow replicators to relate their own specific problems and circumstances to any or all elements of the program in a productive and practical fashion.

The original proposal indicated three main information areas to be explored by research: volunteer characteristics; staff activities; and characteristics of the placement setting. Data gathered in these areas would be used to make inferences about the impact and effectiveness of the program relative to the different kinds of recruits, assignments, and staff activities. While the design could not allow for direct examination of change over time, some inferences would be made by comparing the long-term volunteers with a sample of non-volunteers. (See Table 1.)

Sample Selection and Interviewing of Volunteers

The volunteer sample was self-selected from those persons who had been contacted and showed some initial interest in becoming volunteers. The non-volunteer sample was randomly selected from the remainder of this group (i.e., those persons who did not become volunteers).

TABLE 1--SAMPLE SELECTION AND INTERVIEW COMPLETION RATE: VOLUNTEERS AND NON-VOLUNTEERS PERCENTAGE DISTRIBUTION

	All Ages		55 and Over	
	Number	Per Cent	Number	Per Cent
Total Population Indicating Initial Interest	1098	-	**	**
Volunteers				
Total registered	642	100.0	547	100.0
Total receiving Objective Schedule (1/1/67-12/31/69)	591	92.1	505	92.3
Total receiving Subjective Schedule (1/1/67-5/1/69)	457	71.2	390	71.3
Total receiving adapted Subjective Schedule (Summer, 1969)	105	16.4	104	19.0
Total Drop-outs	211*	32.9*	172*	31.4*
Total Drop-outs who received Drop-out Schedule	211	100.0	172	100.0
Non-Volunteers				
Total not registering	456	100.0	**	**
Total sampled	349	76.5	316	**
Total receiving Objective and Subjective Schedule	174	38.2	172	**

*This figure includes some drop-outs who were later reinstated.

**Accurate figures not available by age.

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To obtain data for comparison purposes and to explore reasons for volunteering a variety of interviews was administered. The total volunteer sample was given a short objective[*] interview, and the majority[**] of these volunteers also received a much longer subjective schedule, consisting largely of open-ended questions. Also, those volunteers who dropped out of the program received a short questionnaire to determine their reasons for doing so.

During a later stage of the interviewing, the non-volunteers were given objective and subjective interviews. At the same time, the long-term volunteers (i.e., those who had been in the program at least one year and who were currently active) were given this same schedule.

The main stage of interviewing took place from the late spring of 1967 to May 1, 1969, followed by the interviewing of the long-term volunteers and the non-volunteers in the summer of 1969.

Throughout the entire period of the demonstration project, all newly registered[***] volunteers received the objective schedule.

Five college students were employed periodically and on a part-time basis as interviewers.

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[*] Objective data were factual, such as marital status, age, sex, living arrangements, and so on. Subjective data were open-ended attitudinal questions, or self-ratings (e.g., Why do you think people volunteer?).

[**] There was a cutoff date for interviewing with subjective schedules.

[***] A volunteer was not registered until he had worked for two sessions.

Table 1 shows the interview completion rate for the various groups. All but 51 (7.9%) of the total group of volunteers received at least the objective form. Only 2.7 per cent refused. The remainder (5.2%) moved or became seriously ill before being contacted by the interviewer. This high completion rate can be attributed mostly to the interviewing approach, which was kept as flexible as the program structure. It was decided that, since the program was trying new techniques on a self-selected sample, the main goal must be to interview as many of these persons as possible, in order to avoid the bias which must inevitably result from low completion rates with an unknown sample. Thus, the interviewers, rather than operating on a strict appointment schedule, simply remained with the group as much as possible until they became familiar, accepted figures at group lunch meetings, senior centers, and other appropriate places.

Also, to familiarize the volunteers even more with research goals, the Research Specialist gave a formal presentation at the second Training Institute, followed by a question-and-answer session.

Staff Activities

A variety of methods was tried as a means of describing quantitatively the various kinds of staff activities necessary to program continuity. Most of these involved some kind of self-reporting and could not be accurately kept by a busy staff. Consequently, a random-time analysis system which sampled staff activities, was finally utilized as the best method. To this end, use was made of time analysis procedures developed by the Family Service Association of America.[12]

Three thousand, seven hundred and forty-eight random samplings were thus recorded during the course of the second year, providing a precise picture of the use of staff time for that period.

Placement Settings and Assignments

The service and research staff worked closely together in collecting data with which to describe the actual assignments of the volunteers. The specific job description and location were easily obtained. However, the researcher needed to keep track of lengths and varieties of assignments, extra assignments, and overtime, and the service staff was invaluable in helping to provide this information as a part of the attendance record.*

During the data analysis process, the research staff used more general concepts to define the nature of the job done by the volunteer. Again, service staff, by providing information on several different conceptual levels, enabled a research staff person to categorize within this framework all of the assignments held by the volunteers.

Near the end of the demonstration period, selected agency staff, at each level, were interviewed in order to establish their perception of SERVE program functioning. In all, 61 interviews were conducted with staff in 25 different agencies.

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*The extensive information on attendance also was used to construct indices of volunteer retention.

Data Analysis Objectives

The data analysis procedures had as their objectives to:

(1) Describe and compare the demographic characteristics of the volunteers and non-volunteers.

(2) Describe the volunteers' perception of the impact of the total volunteer experience (i.e., what personal, agency and program characteristics emerge as salient).

(3) Specify those characteristics of volunteers, staff and assignment which emerged as most important in the recruitment and retention of volunteers, including the relationship of age, sex and socioeconomic status to these characteristics.

(4) Make inferences from differences between volunteer and non-volunteer samples, concerning the reasons for non-involvement in the volunteer process.

(5) Specify the actual kinds of performance (e.g., type of task, time put in, regularity) that can be expected from older volunteers.

(6) Specify the apportionment of staff time needed in developing such a program.

While some of the data were quite specific, the assignment classification and the more diffuse open-ended material from the subjective schedule needed to be extensively conceptualized and categorized before it could be coded. This material was thought of as providing the underlying, latent, "covert" theme behind the total of volunteer responses on a given interview, and so-called "covert" scores were developed from the material for use in data analysis.*

Chi-square and Analysis of Variance techniques were used where appropriate.

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*The "covert" score, the socioeconomic status index, and the retention index are all described in Appendix G.

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NOTES

1 Elaine Cumming and William E. Henry, Growing Old: The Process of Disengagement (New York: Basic Books, Inc., 1961); Elaine Cumming, "Further Thoughts on the Theory of Disengagement," International Social Science Journal, XV (1963), No. 3, 377.

2 Ethel Shanas, Peter Townsend, Dorothy Wenderburn, Henning Friis, Poul Milhøj and Jan Stehouwer, Old People in Three Industrial Societies (New York: Atherton Press, 1968), p. 3

3 See, for example, Ida Simpson and John C. McKinney, Social Aspects of Aging (Durham, N.C.: Durham University Press, 1966); Stephen J. Miller, "The Social Dilemma of the Aging Participant," in Arnold Rose and Warren Peterson, eds., Older People and Their Social World (Philadelphia: F.A. Davis, 1965); Sebastian DeGrazia,"The Uses of Time," in Robert W. Kleemeier, ed. Aging and Leisure (New York: Oxford University Press, 1961); Bernard Kutner, David Fanshel, Alice M. Toto and Thomas S. Langner, Five Hundred Over Sixty (New York: Russell Sage Foundation, 1956), p. 109; Richard H. Williams, "Changing Status, Roles, and Relationships," in Clark Tibbetts, ed., Handbook of Social Gerontology (Chicago: University of Chicago Press, 1960); A. Rose and W. Peterson, op. cit., pp. 12, 78, 181, 194-199.

4 E. Cumming and W.E. Henry, op. cit., pp. 214-215

5 See, for example, A. Rose and W. Peterson, loc. cit.; Jacob Tuckman and Irving Lorge, "Classification of Self as Young, Middle-Aged, or Old," Geriatrics, 9, pp. 534-537; Robert K. Merton, Social Theory and Social Structure (Glencoe, Illinois: The Free Press, 1963), pp. 421-428.

6 E. Cumming and W. E. Henry, op. cit., pp. 202, 211.

7 Robert J. Havighurst, et al., "Research and Development Goals in Social Gerontology: The Status of Research in Applied Social Gerontology," The Gerontologist, Vol. 9 (1969), No. 4.

8 Margaret Clark and Barbara Anderson, Culture and Aging (Springfield, Illinois: Charles C. Thomas, 1967).

9 Irving Rosow, "Old Age: One Moral Dilemma of an Affluent Society," The Gerontologist, Vol. 2 (1962), No. 4, pp. 182-191

10 Gordon F. Streib, Retirement Roles and Activities, Technical Committee Background Paper for Second White House Conference on Aging. (Mimeographed 1970.)

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11 Margaret Blenkner, in Robert W. Kleemeier, ed., *op. cit.*, pp. 418-419.

12 J. G. Hill, R. Ormsby and W. B. McCurdy, *Time Analysis Manual, Procedures for Time Analysis in Family Service Agencies* (New York: F.S.A.A., 1962).

XIV. THE VOLUNTEER SAMPLE

Between January 1, 1967* and December 31, 1969, a total of 642 persons had been registered as volunteers in the SERVE program. These volunteers were a self-selected sample, and in order to determine how similar or dissimilar they were to the total Staten Island population, comparable population figures were sought. Unfortunately, there was a paucity of recent data broken down by age, or upper age scales were so consolidated as to be useless for comparative purposes. Thus, the sources for comparison used in this report were the 1960** Census (which had the most complete age breakdowns) and the 1968 study[1] by Ethel Shanas et al., of a large (12,000) U.S. sample of older persons.

This chapter will describe the volunteers and compare them to the older Staten Island population. Data were based on 591 of the 642 volunteers. A small percentage (14.6%) of these persons were under age 55 and were dissimilar to the older volunteers in many of the characteristics under discussion. Therefore, discussion will focus on those 505 persons over 55 on whom data were collected.

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*A small pilot program was carried out in 1966, and most of the volunteers remained in the program after it became official on 1/1/67.

**At this writing, 1970 Census figures were unavailable.

General Characteristics

Age and Sex

There were many more women (84.6%) than men among the volunteers, and both sexes tended to be older than the older Staten Island population, with the men reversing the usual trend between sexes by being oldest of all.

TABLE 2--AGE DISTRIBUTION OF VOLUNTEERS AND OF STATEN ISLAND POPULATION 55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Age	SERVE Volunteers			Staten Island Population[2]		
	Total	Male	Female	Total	Male	Female
55 - 59	6.9	1.3	8.0	27.8	29.5	26.2
60 - 64	14.3	12.8	14.6	22.9	21.9	23.7
65 - 69	30.3	32.1	30.0	19.7	19.7	19.6
70 - 74	23.4	20.5	23.9	14.7	15.2	14.2
75 - 79	15.6	24.4	14.1	8.2	7.6	8.8
80 - 84	6.5	7.7	6.3	4.3	3.9	4.7
85 - 89	2.0	-	2.3	85+ 2.5	2.2	2.7
90 - 94	1.0	1.3	1.0			
N	505	78	427	40989	19523	21466
Average age						
55 and over	70.0	71.2	69.7	65.8	65.5	66.0
60 and over	70.9	71.4	70.8	69.2	69.1	69.2
65 and over	72.5	72.8	72.5	72.5	72.2	72.7

Race

While the volunteers had a higher proportion of non-whites among them than did the general population,[3] a fact that is unusual in volunteer groups,[4] the majority were white.

TABLE 3--RACE OF VOLUNTEERS AND OF STATEN ISLAND POPULATION
55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Race	Volunteers			Staten Island Population[5]		
	Total	Male	Female	Total	Male	Female
White	94.7	93.5	94.8	98.5	99.5	97.6
Negro	5.3	6.4	5.2	1.5	.5	2.4
N	505	78	427	40565	19140	21425

Birthplace

The majority of the volunteers were native born. More of the male volunteers were foreign born than were the males in the general population or the females in either population. More of both sexes were foreign born than might be expected in a volunteer population.[6]

TABLE 4--BIRTHPLACE OF VOLUNTEERS AND OF STATEN ISLAND POPULATION
55 AND OVER, BY SEX, FOR WHITES ONLY[a]
PERCENTAGE DISTRIBUTION

Birthplace	Volunteers			Staten Island Population[7]		
	Total	Male	Female	Total	Male	Female
Native born	60.3	53.4	61.5	60.3	58.5	61.9
Foreign born	39.7	46.6	38.5	39.7	41.5	38.1
N	476	73	403	39972	19053	20919

[a] Data were unavailable for non-whites by age.

One-third of the men (32.0%) and less than half (44.3%) of the women were born in New York City, including the 17.6 per cent of both sexes born on Staten Island. For the foreign born, the birthplace most frequently mentioned (by over one-quarter of the men and 14.5 per cent of the women) was southern Europe, reflecting the large Italian contingent of the volunteers and of Staten Island generally. The next largest groups came from the Scandinavian countries (6.7%), and northern, eastern, and central Europe (9.1%)--Jews from Poland and Russia were included here. There was an even smaller (4.4%) percentage from the British Isles, including Ireland. The volunteers thus reflected the various waves of immigrants who had passed through and settled near the major ports of entry. They were, of course, too young to reflect the mid- and later 19th century Irish immigrations.[8] They did, however, witness the late 19th century and early 20th century immigrations of the Scandinavians, Jews, and Italians.

Religion

Although the total island population[9] was predominantly Roman Catholic (61%) and the balance mostly Protestant (34%), data by age were not available. The majority (50.9%) of the volunteers were also Roman Catholic, (unusual for this type of volunteer group);[10] 41.4 per cent were Protestant and 5.9 per cent were Jewish.

Socioeconomic Characteristics

Volunteer's Longest Occupation

Only a minority of the volunteers (21.8 per cent of the men and 8.5 per cent of the women) had had professional and semi-professional jobs. The majority (61.5%) of the men and under half (44.7%) of the women had been skilled, semi-skilled, and unskilled workers.

Because 84.6 per cent of the volunteers were female, it is important, in describing occupations, to include those of spouses, the majority of whom also had held skilled, semi-skilled, or unskilled occupations. Thus volunteers and/or their husbands tended to have "working" class, "blue-collar" backgrounds.[11]

Only 13.8 per cent of the women had never worked. Of those who had, over half (52.1%) had done so for ten years or longer at the same job. Few were "career" women. Many may have worked out of necessity, taking what jobs they could get. The men tended not to shift jobs, since three-quarters of them had worked at least a quarter-century (averaging 34.3 years) at the same job.

TABLE 5--TYPE OF WORK DONE LONGEST BY VOLUNTEERS 55 AND OVER AND THEIR SPOUSES, BY SEX
PERCENTAGE DISTRIBUTION

Type of work	Volunteers			Spouses of Females
	Total	Male	Female	
Professional; Executive; Lesser Professionals; Business Managers	2.6	6.4	1.9	3.5
Semi-professionals; Small Business Proprietors; Administrative	7.9	15.4	6.6	18.7
Clerical; Sales; Little Proprietors; Technicians	26.9	14.1	29.3	9.1
Skilled	9.3	23.1	6.8	27.9
Semi-skilled; Operators	23.0	26.9	22.2	17.8
Unskilled; Laborers	15.0	11.5	15.7	10.8
Housewife	11.7	-	13.8	.2
Not Reported	3.6	2.6	3.7	5.6
N	505	78	427	427[a]

[a] 6.3 per cent of the females were never married.

Education

One-third of the Staten Island population this age did not complete grade school; over four-fifths did not finish high school.[12]

TABLE 6--YEARS SCHOOLING OF VOLUNTEERS AND OF STATEN ISLAND POPULATION 55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Years	Volunteers			Staten Island Population		
	Total	Male	Female	Total	Male	Female
Less than 8	29.5	50.0	25.7	33.5	34.8	32.3
8	27.1	16.7	29.0	33.8	31.7	35.7
9-11	19.6	19.2	19.7	13.4	13.1	13.7
12	11.7	6.4	12.6	10.8	9.6	11.8
13-15	6.7	5.1	7.0	3.8	4.4	3.3
16 or more	1.8	-	2.1	4.7	6.4	3.2
Not Reported	3.6	2.6	3.7	-	-	-
N	505	78	427	40989	19523	21466

The volunteers showed a similar pattern, except that the males seemed slightly under-educated, since more of them had had less than eight years of school (50.0%) compared to the female volunteers (25.7%), and the general population (33.5%). Also, the females had had more college (9.1%) than had the male volunteers (5.1%).

Living Arrangements

Over one-third (38.4%) of the volunteers lived in private homes and owned them (37.6%). While this seemed a high degree of ownership for New York City, it was not for Staten Island,[13] where private one- and two-family dwellings are common. One-quarter of the women (24.1%) and over one-third (38.5%) of the men lived in apartments in low-rent housing projects, and one-quarter of the women and 16.7 per cent of the men lived in other kinds of apartments. About one-tenth of both sexes lived in rooms (5.5%) or homes for the aged (5.3%).

Over one-third owned their dwelling unit, over half (57.7%) paid rent, and more of the women (8.2%) than the men (3.8%) lived with a relative and probably did not pay rent.

Socioeconomic Strata

These characteristics (longest occupation, spouse's longest occupation, education, type of dwelling unit and how it was paid for) were used to construct a socioeconomic status index.* From this, three groups emerged. The highest stratum was equivalent to middle class, and the other two groups were roughly equivalent to what Rosenberg[14] has called the "solvent" and the "poor" working class; or what Cohen[15] has called the lower and the lower-lower class. Throughout this report, the three strata will be designated as: middle, upper-lower, and lower socioeconomic strata. The middle strata comprised the smallest group. There was a higher proportion of persons in the two lower socioeconomic strata than would have been expected in a volunteer group.[16]

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*Appendix G.

TABLE 7--SOCIOECONOMIC STATUS OF VOLUNTEERS
55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Socioeconomic Strata (SES)	Total	Male	Female
Lower	33.7	35.9	33.3
Upper-lower	35.4	41.0	34.4
Middle	27.5	20.5	28.8
Information lacking to determine class	3.4	2.6	3.5
N	505	78	427

The typical lower SES volunteer rented (83.5%) an apartment in a project. She had been employed in unskilled (37.1%) or semi-skilled (35.9%) work. Her spouse was more often a skilled (31.2%), semi-skilled (23.5%) or unskilled (24.7%) worker, and she had had eight years (23.5%) or less (30.0%) of school.

The typical upper-lower SES volunteer either rented or owned her living quarters (45.0 per cent rented, 45.0 per cent owned). She lived in a private home (46.0%) or in an apartment in a two-, three- or four-family house (26.0%). She had been employed as a clerical (28.5%), skilled (14.0%), or semi-skilled (26.3%) worker, and her spouse also had been a clerical (15.1%), skilled (28.5%), or semi-skilled worker (25.1%). She had completed eight through eleven years of school (53.0%).

The typical middle SES volunteer owned (67.0%) her own home. She had been employed in a clerical position (55.4%), while her spouse tended to have been a semi-professional (41.7%). She had finished nine to twelve years of school (48.9%).

Primary Role Characteristics

Marital Status

According to the census data for the older Staten Island population,[17] 72.5 per cent of the men 55 and over were married and living with their spouses, while only half the women had this status. Approximately one-tenth of both men and women never married. About three per cent of both men and women were divorced or separated, and many more women (38.7%) than men (13.8%) were widowed.

TABLE 8--MARITAL STATUS OF VOLUNTEERS AND OF STATEN ISLAND POPULATION 55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Status	Volunteers			Staten Island Population		
	Total	Male	Female	Total	Male	Female
Never married	6.9	10.3	6.3	9.9	11.0	9.0
Married	34.1	68.0	27.9	60.4	72.5	49.5
Separated and Divorced	4.4	3.8	4.4	2.9	2.8	3.0
Widowed	54.3	16.7	61.1	26.8	13.8	38.7
Not Reported	.4	1.3	.2	-	-	-
N	505	78	427	40989	19523	21466

The male volunteers resembled the general population as regards marital status, except that slightly more of them (20.5%) were widowed, separated and divorced. However, among the women volunteers, there were many more widowed, separated and divorced (65.5%) as compared to the older Staten Island population (41.7%). Hence the female volunteer had a more isolated status than would have been expected. Also, the women had been widowed an average of 12.9 years, compared to an average of 9.3 years for the men.

Retirement

Very few (6.5%) of the volunteers were still working, even part time. The majority (76.4%) were retired and had been so an average of 15 years. Proportionately more men (87.2%) than women (74.5%) were retired, but for a shorter time: the men, an average of 7.7 years; the women, 15.9 years. Thus, the SERVE volunteer was not typically someone who had immediately sought a new role upon retirement.

Household Composition

While over half of the men lived in an intact household with only their spouses, this was true for only one-fifth of the women. Rather, one-quarter of the women and only ten per cent of the men shared a household with someone else (but not with their spouse). Whether or not spouse was present in the household, proportionately more women (38.9%) than men (21.8%) mentioned sharing a residence with children, in-laws and siblings. However, the average number of persons with whom a household was shared was still slightly less for women than for men, since almost half the women, compared to one-fifth of the men, lived completely alone.

TABLE 9--HOUSEHOLD COMPOSITION OF VOLUNTEERS 55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Household Composition	Total	Male	Female
Living alone	43.8	21.7	47.8
Living with spouse only	26.9	57.7	21.3
Living with spouse and others	6.5	10.3	5.9
Living with others only	22.4	10.3	24.6
Not Reported	.4	-	.5
N	505	78	427
Average number in household:			
(a) Including respondent	1.9	2.2	1.9
(b) Excluding respondent	1.5	2.0	1.4

Number and Proximity of Children

The volunteers had an average of 2.2 children, and many had children in the household. Although 20 per cent had no children at all, the great majority (74.3%) of both sexes had at least one child (and usually more) no farther away than New Jersey or New York, including the 64.4 per cent who had a child on Staten Island.

Activities and Hobbies

A point of interest about the volunteers was the extent of their other activities before volunteering, and the types of groups to which they belonged.

Memberships in Organizations

About one-fifth (21.0%) of the volunteers did not belong to any group other than SERVE. Over one-third (35.4%) belonged to one other group; almost one-quarter (23.8%) to two more groups; and, under one-fifth to three or more. At the time of the interview, the volunteers belonged to slightly fewer groups and organizations than previously, and this may be the usual pattern with aging,[18] particularly for men.

TABLE 10--AVERAGE NUMBER OF GROUPS BELONGED TO BY VOLUNTEERS 55 AND OVER, BY SEX

Groups	Total		Male		Female	
	(N)	Average	(N)	Average	(N)	Average
Currently	(505)	1.5	(78)	1.6	(427)	1.5
During lifetime	(486)	2.1	(76)	2.2	(410)	2.1

The main groups to which the volunteers currently belonged were churches or church groups or senior centers.* More than half (56.4%) of the volunteers belonged to no group, or to church only, or to senior centers only. The remaining 43.6 per cent made up the variety of memberships.

TABLE 11--TYPES OF ORGANIZATIONS OF VOLUNTEERS 55 AND OVER, BY SEX PERCENTAGE DISTRIBUTION

Type of Organization	Current			Previous		
	Total	Male	Female	Total	Male	Female
Churches; Church groups	65.5	47.4	68.9	19.8	7.7	22.0
Fraternal, Sororal	13.1	17.9	12.2	7.1	11.5	6.3
Military and Veterans	10.7	16.7	9.6	5.5	7.7	5.2
Entertainment	3.6	7.7	2.8	3.4	6.4	2.8
Cultural or Ethnic	4.8	6.4	4.4	2.6	6.4	1.9
Senior Center; Golden Age; Retirees	46.7	46.1	46.8	2.6	1.3	2.8
Business; Professional; Union	2.6	9.0	1.4	2.2	7.7	1.2
All Other	6.8	7.7	6.5	6.4	10.3	5.6
None	21.0	23.1	20.6	59.0	53.8	60.0
Not Reported	-	-	-	3.8	2.6	4.0
N	505	78	427	505	78	427

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*This was partly a function of recruitment efforts centered in senior centers and churches; and, the SERVE program had, in turn, stimulated senior center membership.

One study[19] reported an increase in church membership and a decrease in civic and service work, with aging. The volunteers were similar to this study population in their memberships in fraternal and sororal, political, business and professional, and military groups, but an even larger proportion belonged to church groups (23.0%), excluding churches, and to senior centers and retirees groups (46.7%), pointing up the major role that churches and senior centers played in providing this group of volunteers with some kind of group affiliation.

Hobbies and Skills

Originally, the interview was so structured as to ask only for a person's hobbies. Without probing, this elicited little response, since many of these volunteers did not see themselves as having hobbies. The question was then expanded to inquire about both "hobbies and special skills," in order to pin down what respondents saw as their proficiencies, whether exercised as hobbies or not.

TABLE 12--HOBBIES AND SKILLS OF VOLUNTEERS 55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Hobbies and Skills	Total	Male	Female
Professional	2.8	3.8	2.6
Music, arts and crafts, another language	81.4	46.2	87.8
Business, clerical, sales	3.0	1.3	3.3
Technical, manual	4.4	16.7	2.1
Household	6.7	1.3	7.7
Physical	10.1	18.0	8.7
Games, entertainment	11.5	28.2	8.4
Gardening	6.3	9.0	5.8
All others	.8	1.3	.9
None	23.8	23.1	23.9
Not Reported	3.4	2.6	3.8
N	505	78	427
Average number	1.3	1.3	1.3

One-quarter of the volunteers reported no skills. A large proportion (81.4%) mentioned "arts and crafts," and "another language." Those who knew another language were mostly of foreign origin. Arts and crafts usually meant skills, such as sewing, acquired during a lifetime as a homemaker or from work experience. Less than one-quarter of the men and one-tenth of the women mentioned professional, business, clerical, technical and manual skills.

Volunteer and Civic Work

The majority of the volunteers (76.9 per cent of the men and 52.9 per cent of the women) had never done any kind of volunteer or civic work before joining SERVE.

TABLE 13--PREVIOUS VOLUNTEER AND CIVIC WORK OF VOLUNTEERS 55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Volunteer and Civic Work	Total		Male		Female	
Elections	2.0		3.8		1.6	
War Work	8.3		1.3		9.6	
Fund Raising	15.8		5.1		17.8	
Temporary public service	1.0		1.3		.9	
Subtotal		27.1		11.5		29.9
Hospital	8.9		2.6		10.1	
Friendly Visitors	2.8		2.6		2.8	
Permanent public service	14.1		3.8		15.9	
Subtotal		25.8		9.0		28.8
Church Work	13.3		6.4		14.5	
Scouting, Private groups for children, School	2.4		1.3		2.6	
Subtotal		15.7		7.7		17.1
All other	.6		1.3		.5	
Some, but type not specified	.2		-		.2	
None	56.6		76.9		52.9	
Not Reported	3.4		2.6		3.5	
N	505		78		427	
Average Number	.75		.30		.83	
Average reporting some	1.8		1.4		1.9	

Roughly one-quarter mentioned temporary volunteer work such as work during elections, war work and fund drives. Only two-fifths specified work which could by definition have been of a more permanent or regular nature.

Health Status

The respondents were asked whether they had had "any health problem that might interfere with volunteering." (This was originally put in as a screening question to locate people with health problems who might need special attention.) Many persons listed a health problem but said it would not interfere with volunteering. It is doubtful, then, that the answers to this question supplied a complete health picture of the respondents. However, it did give a rough idea of the health problems facing those who were considering a regular volunteer placement.

Over half (56.6%) of the volunteers listed no health problems, with each sex giving the same per cent. Under half (40.8%) mentioned at least one problem, with an average of 0.6 for each sex. A rough comparison can be made with the National Health Survey of the late 1950s, which listed 37.3 per cent of persons over 65 in the urban northeast as having at least one chronic ailment limiting activities.[20]

Fairly serious health problems, such as heart trouble (9.1%), circulatory diseases (7.5%), nervous complaints and ulcers (3.0%), arthritis (11.7%), and diabetes (4.4%), made up the majority of the complaints specified.

TABLE 14--TYPE OF HEALTH PROBLEMS LISTED BY VOLUNTEERS 55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Types	Total	Male	Female
Circulatory, blood pressure,etc.	7.5	5.1	8.0
Heart	9.1	16.7	7.7
Nervousness, ulcers	3.0	2.6	3.0
Arthritis	11.7	5.1	12.9
Diabetes	4.4	3.8	4.4
Deafness, vision loss, permanent stiffness	6.7	6.4	6.8
All others	13.1	19.2	14.2
None	56.6	57.7	56.4
Not Reported	1.8	2.6	1.6
N	505	78	427

Summary

The typical SERVE volunteer was female, approximately 71 years old and white, although more were non-white than would have been expected. The volunteers, especially the men, were slightly older than the older Staten Island population, and slightly more were foreign born. The majority were Roman Catholic, and a high proportion were Protestant. Their longest held occupations (20 years on the average) fell in the lower part of the occupation scale, with about two-fifths having held semi-skilled and unskilled jobs. Their limited educational level was about the same as the general population their age, the females being slightly better educated and the males less well educated than would be expected. Over a third lived in private houses, which they owned; half lived in apartments; and the rest lived in rooms and in homes for the aged. The majority were of "working" class rather than middle class socioeconomic status.

Compared to the general population their age, more of the men, and many more of the women, were widowed, and had been for an average of thirteen years. More than three-quarters were retired and had been so for an average of fifteen years. Almost half the women, compared to one-fifth of the men, were living alone; and while well over half of the men were living with their spouses, only a fifth of the women were doing so. Two-thirds of all the volunteers had at least one child nearby, but a fifth had no children at all. Four-fifths belonged to at least one "group," usually a church or senior center. Most of them did not have hobbies, and most had never done volunteer or civic work before joining SERVE. Two-fifths of the group had at least one health problem.

Thus, the SERVE volunteers were a little older, and the women, especially, were more isolated than the general population their age. The majority were atypical for volunteers, a fact which will be explored in the following chapters.

NOTES

1 Ethel Shanas, Peter Townsend, Dorothy Wedderburn, Henning Friis, Poul Milhøj and Jan Stehouwer, *Old People in Three Industrial Societies* (New York: Atherton Press, 1968).

2 U.S. Bureau of the Census, *U.S. Census of Population: 1960*. *Detailed Characteristics: New York*. Final Report PC (1)--34D (Washington, D.C.: U.S. Government Printing Office, 1962), p. 34-424.

3 *New York City Population Health Survey*. *Population Characteristics, 1964*. Report Number P-1 (New York: New York City Department of Health, 1966) reports a large increase in the Negro population since the 1960 Census. However, the 1964 non-white population for the upper age groups (60 and over) is so small as not to be reported in their tables. The increase is among the youngest age groups.

4 U.S. Department of Labor, *Americans Volunteer*, Monograph #10 (Washington, D.C.: Manpower Administration, 1969).

5 U.S. Bureau of the Census, *Ibid*.

6 U.S. Department of Labor, *Ibid*.

7 U.S. Bureau of the Census, *loc*. *cit*.

8 Although there is, for instance, a large Irish contingent on the Island, this is not to be confused with "birthplace." The Census Bureau lists "country of origin of foreign stock" and includes second generation persons in this category. See U.S. Bureau of the Census, *U.S. Census of Population: 1960*. *Statistical Guide for New York City* (New York City: Department of Commerce and Industrial Development, 1962), p. 21.

9 *Staten Island The "Home Borough" of the City of New York* (Staten Island: Staten Island Chamber of Commerce, 1962), p. 17.

10 Gerhard Lenski, *The Religious Factor* (New York: Doubleday Co., Inc., 1963), p. 244.

11 Although data are not available with which to compare *previous* occupations, a monograph discussing types of occupations common to specific immigrant groups indicates that the foreign-born volunteers have worked in occupations consistent with those held by immigrants originating, for instance, from Italy and Scandinavia. See, for example, Population Reference Bureau, Inc., "The American Melting Pot," *Population Bulletin*, Vol. XIII (November, 1957), No. 7, pp. 126-129.

12 U.S. Bureau of the Census, *U.S. Census of Population: 1960*. *Detailed Characteristics: New York*, *op*. *cit*., p. 34-470.

13 Staten Island The "Home Borough" of the City of New York, op. cit.

14 George S. Rosenberg, The Worker Grows Old (San Francisco: Jossey-Bass, 1970).

15 Albert K. Cohen and Harold M. Hodges, "Characteristics of the Lower-Blue-Collar-Class," Social Problems, Vol. 10 (1963), No. 4, pp. 303-334.

16 Camille Lambert, Jr., Mildred Guberman and Robert Morris, "Reopening Doors to Community Participation for Older People: How Realistic?" Social Service Review, XXXVIII (1964), No. 1, pp. 42-50.

17 U.S. Bureau of the Census, U.S. Census of Population: 1960. Detailed Characteristics: New York, op. cit. p. 34-489.

18 Matilda Riley and Anne Foner, Aging and Society, Vol. I. (New York: Russell Sage Foundation, 1968), p. 503.

19 M. Riley and A. Foner, op. cit., p. 507

20 U.S. Government, Department of Health, Education and Welfare, Health Statistics from the National Health Survey: Geographic Regions and Urban-Rural Residence United States: July 1957-June 1959, Series C-No.5 (Washington, D.C.: U.S. Government Printing Office, 1961), p. 4.

XV. ASSIGNMENT AND RETENTION PATTERNS

This and the following three chapters will explore some of the factors which appeared to have influenced the recruitment and retention of volunteers. Some were personal characteristics of the volunteers, while others were characteristics of the SERVE program. Once these characteristics were specified, a retention index* was used to assess their importance in the retention process.

This chapter examines the overall assignment and retention patterns and describes the influence of age and sex on both.

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*Appendix G.

Agencies Where Placed

The volunteers had assignments in 27 agencies and programs, which represented nine types of placement settings. The largest number of volunteers served in a state school for the mentally retarded. Programs conducted in senior centers and homes for the aged provided the next most common placement settings.*

TABLE 15--AGENCIES OR PROGRAMS WHERE PLACED, VOLUNTEERS 55 AND OVER BY AGE AND SEX PERCENTAGE DISTRIBUTION

Placement Setting	55-64 Years			65-72 Years			73 and over		
	T	M	F	T	M	F	T	M	F
State school for mentally retarded	41.7	60.0	40.0	51.9	60.6	50.3	42.9	52.9	40.4
Senior centers (housing projects)	14.9	-	16.2	17.0	6.1	19.0	21.7	23.5	21.3
Homes for the aged	12.2	30.0	10.5	9.9	6.1	10.6	20.6	11.8	22.7
Hospitals	7.8	-	8.6	6.6	-	7.8	5.7	2.9	6.4
Schools	7.0	-	7.6	0.9	3.0	0.6	0.6	-	0.7
Children's institutions	3.5	-	3.8	2.8	3.0	2.8	1.7	5.9	0.7
Consumer survey	4.3	-	4.8	4.2	15.2	2.2	0.6	2.9	-
Offices of community organizations	4.3	10.0	3.8	4.2	3.0	4.5	4.6	-	5.7
Telephone reassurance	4.3	-	4.8	2.4	3.0	2.2	1.7	-	2.1
N	115	10	105	212	33	179	175	34	141

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*The tables in this chapter will again be based on those volunteers 55 years of age and over (N=505), excluding three on whom complete data were not available.

Total Time in Assignment and Program

The volunteers had spent, on the average, over 15 months in the assignment held longest. Irrespective of age,[*] the volunteers tended not to shift from one assignment to another; thus most had at least one long-term task with which they identified.

TABLE 16--MONTHS SERVED IN ASSIGNMENT HELD LONGEST, VOLUNTEERS 55 AND OVER
BY AGE AND SEX
PERCENTAGE DISTRIBUTION

Months	55-64 Years			65-72 Years			73 and over		
	T	M	F	T	M	F	T	M	F
1- 4	14.7	20.0	14.3	9.8	15.0	9.1	17.1	11.7	18.5
5- 8	16.5	20.0	16.2	18.0	15.1	18.4	26.9	11.7	30.5
9-12	20.8	10.0	21.9	14.6	13.1	15.2	14.8	14.6	14.9
13-18	22.5	20.0	22.9	18.4	18.2	18.4	14.9	29.3	12.3
19-24	8.7	20.0	7.6	13.7	18.1	12.9	5.1	8.8	4.2
25-36	11.3	10.0	11.6	20.2	18.2	20.8	12.6	2.9	14.8
37-48	5.3	-	5.7	5.1	3.0	5.6	8.7	20.5	5.6
N	115	10	105	212	33	179	175	34	141
Average	14.5	12.7	14.7	16.9	15.9	17.0	14.6	18.9	13.5

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[*] It appears from Table 16 that there was a slight age peak in the early seventies. This was an artifact of a shift in assignment, by some long-term volunteers. However, there did appear to be an age peak for attendance in the middle and late eighties, in that the drop outs had a slightly higher proportion of persons in the 80-89 year categories than in the 60-79 year categories. (See Chapter XVIII.)

Half of the volunteers had been in attendance at their longest assignment at least 18 months; a third for two years or longer; and almost a quarter for three years or more. This was a substantial commitment of time and yet these figures do not reflect additional assignments which many volunteers undertook.

TABLE 17--CUMULATIVE TOTAL, MONTHS IN LONGEST ASSIGNMENT FOR VOLUNTEERS 55 AND OVER
PERCENTAGE DISTRIBUTION

Months in Longest Assignment	Per Cent
4 months	99.6
8 months	87.0
1 year	67.7
18 months	51.1
2 years	32.3
3 years	22.5
4 years	6.4
N	502

Also of interest was the total number of months each volunteer served in all assignments, from date registered to the end of the program. About half the volunteers had been in the program for 20 through 31 months, and a quarter from 32 through 52 months. Since the average age of the volunteers when first interviewed was 71, it may be concluded that volunteers in their late sixties and early seventies can be expected to maintain interest and participation in a program over a number of years. This conclusion was also supported by the finding that the youngest group had significantly lower retention levels, with the two older groups (65-72 years and 73 years and over) having either high or middle retention levels.*

TABLE 18--CUMULATIVE TOTAL, TOTAL MONTHS IN THE PROGRAM
PERCENTAGE DISTRIBUTION

Total Months in Program	Per Cent
4 through 11 months	100.0
12 through 19 months	76.1
20 through 31 months	48.3
32 through 52 months	26.2
N	443

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*Appendix H, Tables 1-5 and 7-16.

Regularity of Attendance

Before describing attendance patterns, an explanation of techniques used is necessary. A simple frequency distribution of number of times absent was rejected as a technique since it did not provide a broad or true picture of volunteer attendance. This was partly because some volunteer placements were scheduled for every two weeks (although most were every week); thus, some volunteers had more chances to be absent or present during the same period than did others. Also, some persons had been active only a few months* and others a number of years when attendance figures were computed. In both situations, an average number of absences or some comparable statistic, while specific, would have given an inaccurate picture. Thus, it was decided to chart the volunteers' attendance pattern using two methods.

First, whenever the volunteer was absent more than two consecutive times (usually two weeks but sometimes a month), he was considered to have lapsed from a regular attendance, and this lapse pattern is shown in Table 19.

Second, a ratio was computed of the number of times he attended relative to the number of times he was scheduled to come, from date registered to project end. This ratio, representing the proportion of time he actually attended his regularly scheduled assignment, is shown in Table 20, by various time periods.

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*Those volunteers who had been registered in the program less than four months at demonstration end had almost no absences simply because it was easier to maintain unbroken attendance for shorter periods than for longer periods. Therefore, in order to present a picture of volunteer attendance under more stringent time conditions, these volunteers were not included in the analyses in Tables 18, 19 and 20.

Many volunteers had maintained a remarkably steady attendance pattern. Almost one-fifth of the volunteers had no absence of more than two consecutive sessions, and almost one-half had only one such lapse during their entire period of service.

TABLE 19--NUMBER OF TIMES LAPSED FOR VOLUNTEERS 55 AND OVER, BY AGE AND SEX
PERCENTAGE DISTRIBUTION

Number	Total 55 & over			55 thru 72			73 and over		
	T	M	F	T	M	F	T	M	F
None	17.6	19.4	17.3	16.1	19.4	15.6	20.5	19.4	20.8
One	46.7	43.3	47.3	46.2	41.7	46.9	47.7	45.2	48.3
Two	21.0	23.9	20.5	21.9	22.2	21.9	19.2	25.8	17.5
Three or more	14.7	13.4	14.9	15.8	16.7	15.6	12.6	9.7	13.3
N	443	67	376	292	36	256	151	31	120

The ratio method also documents a strong attendance pattern.* Between one-quarter and one-third of the volunteers attended their regularly scheduled assignment 80 to 100 per cent of the time, even over extended periods. Between three-fifths and two-thirds came 60 to 100 per cent of the time (depending on the time period) and these figures were exclusive of time spent in additional assignments. Roughly under one-fifth of the volunteers attended between 40 and 60 per cent of the time, and approximately one-tenth came less than 40 per cent of the time.

TABLE 20--PER CENT OF TIME CAME TO REGULAR ASSIGNMENT, BY TIME PERIOD, VOLUNTEERS 55 AND OVER
PERCENTAGE DISTRIBUTION

Per cent of Time Came to Regularly Scheduled Sessions	Total Time from Date Registered to Project End			
	4-11 mos.	12-19 mos.	20-31 mos.	32+ mos.
.9000-.9999	10.5	15.1	11.9	12.5
.8000-.8999	14.7	12.8	23.7	12.5
.7000-.7999	16.8	15.1	33.9	30.4
.6000-.6999	16.8	15.1	20.3	14.3
.5000-.5999	9.5	15.1	5.1	16.1
.4000-.4999	8.4	10.5	1.7	7.1
.3000-.3999	8.4	5.8	3.4	-
.2000-.2999	8.4	9.3	-	3.6
.1000-.1999	5.3	-	-	-
.0000-.0999	1.1	1.2	-	3.6
N	95	86	59	56

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*Those persons who dropped out altogether, as well as those volunteers who had been in less than four months (and tended to have high attendance) have been excluded from Table 20 in order to give an accurate picture of the attendance of the typical, established volunteer. A similar table, including the drop-outs, is given in Appendix H.

These figures compare favorably with those of a 1965 study by the Department of Labor.[1] Particularly interesting was its finding that older volunteers with low educational and occupational skills tended to serve less than twenty-five hours during the course of a year and that not usually on a regular basis.

Because of differences in reporting, comparisons with SERVE figures are difficult but can be given roughly. The Labor Department study indicates that approximately 25 per cent of those 55 and over gave more than 100 hours of service during the study year, compared to the SERVE figures of 60 to 80 per cent giving more than 100 hours per year.* (Even if the drop-outs are included, the SERVE figures are higher, i.e., 40 to 60 per cent giving 100 or more hours.)

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*The average SERVE assignment would have required 100 hours if the volunteer came 60 per cent of the time.

Multiple Assignments and Extra Hours

The usual assignment (i.e., the actual task the volunteer did within the placement agency) was for four hours on one specific day. While the majority of the volunteers had only one assignment, well over one-third had two or more assignments and about 15 per cent had three or more during the same period. The average number of assignments for both men and women was 1.6, and the older group had as many multiple assignments as the 55-64 age group.

TABLE 21--NUMBER OF ASSIGNMENTS FOR VOLUNTEERS 55 AND OVER
BY AGE AND SEX
PERCENTAGE DISTRIBUTION

Assignments	55-64 Years			65-72 Years			73 and over		
	T	M	F	T	M	F	T	M	F
1	65.2	80.0	63.8	56.6	60.6	55.9	58.3	58.8	58.2
2	18.3	20.0	18.1	26.9	18.2	28.5	25.7	32.4	24.1
3	12.2	-	13.3	11.8	15.2	11.2	11.4	2.9	13.5
4 or more	4.3	-	4.8	4.7	6.0	4.5	4.6	5.9	4.2
N	115	10	105	212	33	179	175	34	141

Counted as extra hours was any additional time put in by the volunteer at his regular assignment on his regular day or on another day of the week, as well as service given in a second assignment in his own or another placement agency. Over half the volunteers put in extra time, and, indeed, 10 per cent gave very high amounts of extra time. The amount of extra time increased by age level: the oldest volunteers (73 and over) had the fewest persons who had given no extra time and the most who gave 85 or more extra hours. It was the oldest volunteer who gave the most time over and above his primary assignment, and the men gave more extra time than the women.

TABLE 22--NUMBER OF EXTRA HOURS BY VOLUNTEERS 55 AND OVER, BY AGE AND SEX
PERCENTAGE DISTRIBUTION

Hours	55-64 Years			65-72 Years			73 and over		
	T	M	F	T	M	F	T	M	F
None	46.0	37.5	46.7	33.9	21.4	36.0	31.1	32.2	30.8
1-12	21.0	-	22.9	36.9	35.7	37.2	36.4	29.1	38.4
13-84	25.0	37.5	23.9	19.3	14.2	20.1	19.2	22.6	18.3
85-148	6.0	12.5	5.4	4.2	7.1	3.7	5.3	3.2	5.8
148-1008	2.0	12.5	1.1	5.7	21.4	3.0	7.9	12.9	6.7
N	100	8	92	192	28	164	151	31	120

There was a significant association between retention level and extra time put in by the volunteer. Those persons who gave the most extra time (85-1008 hours) were also those having the highest retention levels. This relationship held at all age levels and with two of the three socioeconomic status levels. (Middle class volunteers in the high retention category did not put in many extra hours.)[*]

Summary

Examination of volunteer attendance patterns indicated that age per se was not a barrier to a long and regular volunteer service. The oldest (73 years and over) volunteers gave more extra time than the younger (55-64 years) volunteers, and the oldest volunteers had the highest retention levels.

Half the volunteers had given service at least one and one-half years, a third for at least two years, and a quarter for three to four years. Seventy per cent of the original registrants were active in the program at demonstration end. The attendance figures thus frame as reasonable the expectation that many persons in their 70s, and older, can sustain for long periods a regular volunteer service pattern if they are motivated to do so and opportunities are available.

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[*] Appendix H, Table 1.

NOTES

1 U.S. Department of Labor, Americans Volunteer, Monograph #10 (Washington, D.C.: Manpower Administration, 1969).

XVI. ROLE LOSS AND SUBSTITUTE GRATIFICATIONS

The reasons for volunteering are complex. They may be defined by a person's past, his present, and his perception of future experience as a volunteer. A recent study indicates that few persons of any age volunteer with regularity.[1] A number of socio-cultural factors[2] have been identified which indicate the characteristics of the typical volunteer or civic worker: (1) women are more likely to volunteer than men; (2) whites more than non-whites; (3) those of higher socioeconomic status (including education, income, and type of occupation) more than those of lower socioeconomic status; (4) native born more than foreign born persons; (5) church members (especially Protestants and Jews) more than non-church members; (6) those who have previously done volunteer work more than those who have not; (7) the middle-aged more than the young or old (though if the latter do volunteer, they tend to give more time).

There are also certain business reasons that motivate people to volunteer. For some, it may be a way of meeting business clients and customers, or donning the mantle of civic duty deemed appropriate for one's status. Conversely, many persons of lower socioeconomic status do not have these reasons, nor do they have the leisure time needed to volunteer. In any event, such reasons lose their urgency as persons grow older and enter a less competitive period of their lives.

In contrast to most of the above characteristics, the typical SERVE volunteer, while female, was also more likely to be Roman Catholic, old, of low occupational, educational and socioeconomic status, and never to have done volunteer work before. This volunteer was as likely as not to be foreign born, and more likely to be non-white than would be expected. Furthermore, although volunteering and group membership tend to decline with age,[3] the SERVE volunteer had taken on this new and unfamiliar role in the latter part of the life span.

Not only were such atypical volunteers recruited into the program, but their attendance was as good as that of the more typical volunteers who might have been expected to have high attendance.[*]

The reasons for this recruitment and retention of persons not usually seen as volunteer potential lay in the interplay of individual volunteer characteristics with the SERVE program structure. The most important elements in this interrelationship were: (1) the high degree of role lack or loss attributable to the volunteers; (2) the definition, by SERVE staff and program structure, of a role which had elements that were easily related to and understood by the volunteer; (3) the presentation, by SERVE staff, of this role in such a way as to command consideration by potential volunteers; (4) the provision by this new role of gratifications similar to those which previously-held roles had given; and (5) the response of program structure to the individual characteristics of the volunteers, including those related to socioeconomic status. The first four of these elements are discussed in this chapter; the fifth in Chapter XVIII.

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[*] Analysis of such factors as religion, birthplace, sex, age, education, previous volunteer experience and socioeconomic level indicated that those characteristics which might have been expected to relate to the higher retention levels among SERVE volunteers were not necessarily those that did so, or not in the expected directions. For example, those in the lower socioeconomic stratum had relatively high retention, as did older volunteers, those with only eighth grade education, and those with little volunteer experience. (Appendix H, Tables 2-5.)

Role Lack or Loss

An outstanding characteristic of the volunteer group was their high degree of role lack or loss.

TABLE 23--COMPARISON OF LARGER POPULATION, TOTAL VOLUNTEERS, LONG-TERM VOLUNTEERS, DROP-OUTS AND NON-VOLUNTEERS ON SPECIFIC ROLE LACKS OR LOSSES PERCENTAGE DISTRIBUTION

Role Lack or Loss	Larger Population	Total Volunteers	Long-Term Volunteers	Drop-Outs	Non-Volunteers
Total separated, widowed and divorced	41.0[5]	58.7[6]	56.7	58.7	46.5
Total still working	27.0[6]	6.5	5.8	10.7	9.9
Total living alone	21.0[7]	43.8	41.3	43.3	36.6
Total living with spouse only	45.0[7]	26.9	28.8	24.0	34.0
Total with no children	18.0[8]	20.2	25.0	18.0	14.0
Total with child nearby	85.0[9]	82.9	79.5	68.0	71.4
Total recently widowed	15.3[a][10]	13.8[b]	13.2[b]	14.4[b]	5.3[b]
Total recently retired	28.0[11]	20.2	16.8	14.7	13.9

[a] Under 5 years.

[b] Under 2 years.

Since more SERVE volunteers had sustained more role deprivation than comparable groups, it appeared that the alienation and isolation[*] resulting from the combined effects[**] of such role deprivation were factors motivating the involvement of persons who do not ordinarily volunteer.[***]

However, the SERVE data indicated that the relationship between role loss and volunteer involvement varied by socioeconomic strata. That is, while all the potential SERVE volunteers may have felt alienated and/or isolated, and thus receptive to new roles, the large proportion who were of lower socioeconomic status apparently found difficulty in developing new roles on their own. The person of lower socioeconomic status is not conditioned to joining voluntary organizations,[13] and the insecurities attendant on old age could be expected to have strengthened his reasons for not doing so.[14] Thus, no matter how overwhelming his sense of isolation due to role loss, it did not, of itself, propel him into a new role. The middle-class volunteer, on the other hand, may have taken more initiative in finding a role substitute after a major role loss, since the idea of joining a voluntary association, or giving volunteer service, was not an unusual one to him.*

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[*] Several studies[4] have related role loss to alienation and isolation, and there appears to be a slight relationship between specific role loss and isolation among the SERVE volunteers. (Appendix H, Table 6.)

[**] The relationship of retention to each specific role loss was slight. (Appendix H, Tables 7-9.)

[***] Storey,[12] for instance, has noted that those members of a middle-class senior center who are younger (i.e., atypical) include a "disproportionate number /of those/ persons who have already encountered some of the losses or changes more typically faced by yet older people."

This chapter is specifically concerned with the relationship between volunteering and role loss.** The essence of this relationship was the fact that SERVE created a new role which produced some of the feelings of prestige, social contact, usefulness and other need fulfillments which substituted for those no longer being obtained from a previous role, and by doing so provided a buffer against the traumatic effects of such losses.

Gratifications Similar to Those Obtained from Previous Roles

The values of western society have been such that most persons obtain feelings of worth and usefulness from the work they do, rather than from their hobbies or other leisure-time activities.[15] In addition, a great many social contacts outside the kinship system come from the work role, particularly for those of lower socioeconomic status.[16] The loss of work roles for both men and women may create a vacuum and a sense of uselessness. Loss of other primary roles such as that of husband, wife and mother also reduces the sense of being needed and the availability of close personal contacts.

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*Twice as many (21.2%) middle-class SERVE volunteers were recently widowed than lower socioeconomic status volunteers (10.3%), and proportionally more (18.7% vs. 14.7%) were recently retired. Also, comparisons across three class strata, on those recently widowed or retired, indicate that retention was slightly higher in the middle-class for those with recent role loss than for those in the two lower socioeconomic strata. (Appendix H, Tables 10 and 11.)

**The reasons for SERVE's success in overcoming social class barriers to volunteering are detailed in the next chapter.

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SERVE, by defining and presenting[*] a new role, offered gratifications similar to those of previously-held roles, and the utility and function of the new role was readily apparent to the volunteer. The importance of this to volunteer involvement is pointed up by Cottrell's classic axiom that the individual's adjustment to his age and sex roles "varies directly with the extent to which the role permits the individual to realize the dominant goals set by his sub-cultural group."[17]

For example, the specific reasons given for volunteering indicated a need to find some substitute for those culturally defined productive-work roles no longer held by the respondents. Cumming and Henry,[18] building on Parsons, have stated that male roles are instrumental and female roles are socio-emotional in American society. The SERVE data indicated that the men more often framed their responses in relation to "doing productive work, finding a work substitute, being useful," while women more often mentioned "helping others, doing good." In both cases, it was assumed that the content referred to was the need for so-called "useful" activity (as defined by culture and sex roles) to fill the void left by retirement, growing up of family, and diminution of own household tasks.

Other response categories concerned the gratifications inherent in the volunteer experience. Many response categories touched on gratification of social needs. That is, the respondent felt lonely, needed to get out of the isolation of his own home, was stagnating without stimulation and contact, was becoming introspective and depressed, needed the camaraderie of a group.

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[*] Staff interpretation at recruitment meetings and later at group meetings; contacts of volunteers with potential volunteers; newspaper and other publicity; and Tribute Day and Institute activities, have all been mechanisms for presenting and defining the SERVE role to the volunteers and to the community, and are detailed in earlier chapters.

TABLE 24--REASONS FOR VOLUNTEERING, BY SEX
PERCENTAGE DISTRIBUTION*

Reasons Given	Total	Male	Female
Social Role Needs			
Loneliness, isolation	13.1	9.7	13.7
Introspective, needs diversion	5.4	6.5	5.2
Too much spare time, boredom, stagnation, needs time filler	34.1	43.5	32.3
Needs stimulation, is stagnating	7.2	4.8	7.6
Needs or likes group companionship	2.6	1.6	2.7
Wants the kind of group activity that SERVE offers	15.1	16.1	14.9
Work Role Needs			
Useful, productive work	21.3	30.6	19.5
Helps others	5.6	8.1	5.2
Makes people happy, does good, does something worthwhile	21.0	9.7	23.2
Patients' needs	1.5	1.6	1.5
Relationships with patients	0.5	-	0.6
Institution needs help	3.1	-	3.7
N	390	62	328

*Since there were multiple responses to the questions, the per cents total more than 100 per cent.

Fifty-seven per cent gave at least one response which related to lack of social contacts, isolation, stagnation, and need for group companionship. Forty-six per cent gave at least one response indicating the need for a useful, productive, instrumental or socio-emotional role. There was a 38.5 per cent overlap between the two main items, meaning that 17.2 per cent mentioned only "social" needs and 7.7 per cent mentioned only "productive role" needs, while over one-third mentioned both.

As the volunteers became familiar with their new role, involvement deepened for most, and levels of retention were significantly related to their scores on: identification with specific activity; gratification of need for productive work role; identification with the group; identification with needs of patients and institution and filling of such needs.* Thus, the volunteers were motivated by the ways in which the SERVE role gratified their need to be useful and to maintain some social contact, and they strongly identified with this new role.

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*On the other hand, their scores on "desire to do good" were inversely related to retention level. Only the younger (55-64) middle-class people seemed strong on this answer, which has emerged in several studies as a conventional response although it may not be operable in the lower socioeconomic strata. That is, the response may be verbalized but does not seem to affect involvement in the lower class stratum. Or, it may be that while it is given as a reason for initial involvement, other gratifications become more important as the volunteer adjusts to the role. (Appendix H, Tables 12-16.)

Summary

Many of the SERVE volunteers were unusual in having a number of sociocultural characteristics which differed from those of the typical volunteer.

One of the factors leading to the involvement of such persons was their high degree of role loss and of the gratifications that had been inherent in such roles.

SERVE countered their alienation from previously-held roles by defining and offering a role which provided gratifications similar to those they were lacking, particularly social contacts and a useful "work" role.

Thus, one strong attraction of the SERVE role was that it fitted in with the volunteer's own value system. Once the role was offered, he did not have to be convinced that it was worthwhile; its usefulness was readily apparent to him.

NOTES

1 U.S. Department of Labor, Americans Volunteer, Monograph #10 (Washington, D.C.: Manpower Administration, 1969) p.8.

2 See for example, Camille Lambert, Jr., Mildred Guberman and Robert Morris, "Reopening Doors to Community Participation for Older People: How Realistic?" Social Service Review, XXXVIII (1964), No. 1, pp. 42-50; Gerhard Lenski, The Religious Factor (New York: Doubleday Co., Inc., 1963), p.244; U.S. Department of Labor, op. cit.

3 U.S. Department of Labor, op. cit., p. 17.

4 See for example, Robert K. Merton, Social Theory and Social Structure (Glencoe: The Free Press, 1957), p. 188; Margaret Clark and Barbara Gallatin Anderson, Culture and Aging (Springfield, Illinois: Charles C. Thomas, Publisher, 1967). Marjorie Fiske Lowenthal and Clayton Haven, "Interaction and Adaptation: Intimacy as a Critical Variable," American Sociological Review, Vol. 33 (1968), No. 1, pp. 20-30; Bernard Kutner, David Fanshel, Alice M. Togo and Thomas S. Langner, Five Hundred Over Sixty (New York: Russell Sage Foundation, 1956), p. 120; Matilda W. Riley and Anne Foner, Aging and Society (New York: Russell Sage Foundation, 1968), pp. 356, 417, 457; and, Zena Smith Blau, "Structural Constraints on Friendship in Old Age," American Sociological Review, Vol. 26 (1961) No. 3, pp. 429-439.

5 Ethel Shanas, Peter Townsend, Dorothy Wedderburn, Henning Friis, Poul Milhøj and Jan Stehouwer, Old People in Three Industrial Societies (New York: Atherton Press, 1968), p. 137 (N=2, 442 U.S. sample).

6 Ethel Shanas, et al., ibid, p. 290 (N=1,081 U.S. men over 65).

7 E. Shanas, et al., ibid., p. 153 (N=2,326 U.S. men and women married , divorced, separated and widowed over 65).

8 E. Shanas, et al., ibid., p. 139 (N=2,442 U.S. sample).

9 E. Shanas, et al., ibid., p. 160 (N=1,167 U.S. sample of married persons).

10 B. Kutner, et al., op. cit., p. 64 (N=182 widowed women over 60).

11 B. Kutner, et al., ibid., p. 88 (N=164 retired men and women over 60. Table adapted).

12 Ruth T. Storey, "Who Attends a Senior Activity Center? A Comparison of Little House Members, with Non-Members in the Same Community," The Gerontologist, Vol. 2 (1962), No. 4, pp. 216-222.

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13 Albert K. Cohen and Harold M. Hodges, "Characteristics of the Lower-Blue-Collar-Class," *Social Problems*, Vol. 10 (1963), No. 4, pp. 303-334; Charles R. Wright and Herbert H. Hyman, "Voluntary Association Memberships of American Adults: Evidence from National Sample Surveys," *American Sociological Review*, Vol. 23 (1958), pp. 284-294; John M. Foskett, "Social Structure and Social Participation," *American Sociological Review*, Vol. 20 (1955), No. 4, pp. 431-438; Robert Hagedorn and Sanford Labovitz, "Participation in Community Associations by Occupation," *American Sociological Review*, Vol. 33 (1968), No. 2, pp. 272-283.

14 Wilma Donahue, Harold L. Orbach and Otto Pollack, "Retirement the Emerging Social Pattern," in Clark Tibbitts, ed., *Handbook of Social Gerontology* (Chicago: University of Chicago Press, 1960), pp. 383-384.

15 Sebastian DeGrazia, "The Uses of Time," in Robert W. Kleemeier, ed., *Aging and Leisure* (New York: Oxford University Press, 1961).

16 M. Riley and A. Foner, *op. cit.*

17 Leonard S. Cottrell, Jr., "Adjustment of the Individual to His Age and Sex Roles," *American Sociological Review*, Vol. 7 (1942), p. 619.

18 Elaine Cumming and David Henry, *Growing Old: The Process of Disengagement* (New York: Basic Books, Inc., 1961), p. 66.

XVII. ASSIGNMENT COMPONENTS AND SOCIOECONOMIC STATUS

One important factor in recruitment and retention was the kind of assignment offered to the volunteer. Most agencies have some concept of the kinds of volunteer assignments they see as important and more often their concern is with the capacity of the potential volunteer to do the job, a not unexpected concern with reference to older volunteers, who are stereotyped by the simple fact of being old (i.e., undependable, subject to illness, inflexible, fragile, and so on). In fact, Morris et al.[1] have indicated that most older persons do not volunteer, and that those who do so are middle class persons who already have absorbed volunteering as one part of their life style. Furthermore, Worthington[2] has observed that if an agency does manage to recruit a variety of older people, it still cannot utilize many of them because of their low educational level and lack of skills. This non-utilization of large numbers of potential older recruits adds to the stereotype which portrays them as undesirable volunteer material.

Heterogeneity of the Older Population

Stereotyping is an impediment in all work with the aged. Even though recent research indicates, and common sense confirms, heterogeneity among the aged (especially with reference to income, health and life style),[3] the practitioner and the researcher all too often tend to perceive older persons as similar. While it is undoubtedly true that there are personal characteristics that can be attributed mainly to age, any person, at any age, is the product of the sum total of his life experience to date. Thus, to ignore the individual characteristics of older persons is to ignore their total life experiences and the social roles, attitudes, and customs which have shaped them.

One means of differentiating older persons is a rating of socioeconomic status based not on current income but rather on other criteria relevant to the past as well as to the present.* That is, while older persons may appear similar in status because they are living in reduced circumstances, this may be, for many of them, a recent development. Actually, the social classes they have been part of, over half a century, can more truly be said to have shaped their life style.

Relative to socioeconomic status, the Brandeis[4] and San Francisco[5] studies had framed a question: Can older persons from all social strata be involved in volunteer activities? Similarly, Kaplan[6] has asked " . . . even if we can in part explain their [older persons'] preferences and commitments [for leisure activities] by previous class identification, how does this affect the possibility of embracing activity which is potentially meaningful and yet which is free of previous associations or ties in the social structure?" In short, how limited is the older person by his lifelong image of what behavior is appropriate for his status?

The SERVE experience indicated that activities for older persons need not be free of the influence of past socialization and, in fact, are more successful when they are related to previous associations.

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*Appendix G. By using such a rating, over one-quarter (27.5%) of those persons over 55 in the program were typified as middle class, over one-third (35.4%) as upper-lower class, and about one-third (33.7%) as lower class. And, of course, these social status differences did not reflect the various individual differences based on personal traits.

Interplay of Assignments and Socioeconomic Status

It was obvious to SERVE staff from the outset that a range of tasks would be desirable to offer a varied older population. The group approach by definition required a variety of assignments to accommodate large numbers of persons. Also, staff was reaching out to many different sources to recruit volunteers, and could expect to find some variation in the kinds of persons recruited. However, while initial recruitment efforts were specifically aimed at those living in public housing projects or their environs, where it was known that many of the elderly lived, there was no assurance beforehand of the eventual involvement and retention of large numbers of older persons of low socioeconomic status.

In retrospect, one reason for success was the variety of assignments which were developed, and which were offered in such a way as to mesh with the life styles of the various kinds of older persons staff recruited. That is, each person was approached as an individual. The influence of social class background operated freely, since assignments were developed having easy appeal to different groups and no attempts were made to fit all volunteers into traditional volunteer roles. Agencies were encouraged to increase the kinds of tasks available, and potential recruits could inspect, during a tour, a variety of possible assignments. The assignment of any individual volunteer was based on his own preference.

At the end of the project period, an analysis was undertaken of the relationship between the kinds of assignment each volunteer had done longest and his socioeconomic status.

Assignments were classified using ten different components which, taken together, defined any assignment in the program. The first five were related specifically to the SERVE program structure (i.e., group assignment, transportation, group meeting, SERVE staff contact, regularity of service) and the remaining five to actual assignments in the agency (i.e., skills, leadership, supervision, pre-training, task goals).

Each of these ten components were dichotomized so that the volunteer's longest-held assignment could be rated according to which aspect (A or B) of the dichotomy was present. The dichotomized components are as follows:

Components Related to SERVE Program Structure

Group Components:

(A) The task involved working in a group, or
(B) Working individually.

Transportation Component:

(A) Group transportation was provided, or
(B) Volunteer responsible for own transportation, or no transportation needed since assignment nearby or on premises.

Group Meeting Component:

(A) There were group meetings supervised by staff, or
(B) Informal meetings with little staff supervision or no group meetings.

SERVE Staff Contact Component:

(A) The task involved regular contact with SERVE staff, or
(B) Little regular contact with SERVE staff.

Regularity of Service Component:

(A) The tasks involved regular assignments at set times and places, or
(B) Assignments at irregular times and/or different places.

SERVE

Components Related to Agency Requirements

Skills Component:

(A) Unskilled, semi-skilled or skilled work was required, or
(B) White collar or professional skills required.

Leadership Component:

(A) The task did not require responsibility for or teaching others, or
(B) Required responsibility for or teaching others.

Supervision Component:

(A) Direct staff supervision was provided on the job, or
(B) Independent activity with little staff supervision.

Pre-training Component:

(A) The task required little or no formal pre-training, or
(B) A specific pre-training program was required.

Goals Component:

(A) Specific task goals were set by the immediate supervisor, or
(B) The task was such that one could set his own goals.

The assignment held longest by each volunteer was classified according to whether it rated A or B on each of the ten components. The proportion of volunteers in each SES stratum having the A (or B) aspect of each component is shown below.

TABLE 25--ASPECTS OF ASSIGNMENT COMPONENTS, BY SOCIOECONOMIC STATUS PERCENTAGE DISTRIBUTION

Component	Per cent Having A Aspect of This component			Per cent Having B Aspect of This Component		
	Lower SES	Upper-Lower SES	Middle SES	Lower SES	Upper-Lower SES	Middle SES
Program Structure						
Group[a*]	95.3	85.4	62.0	4.7	14.6	38.0
Transportation[a]	58.8	38.8	29.2	41.2	61.2	70.8
Group meetings[c]	45.9	43.3	31.4	54.1	56.7	68.6
SERVE staff contact[a]	74.1	65.7	30.7	25.9	34.3	69.3
Regularity of service[a]	97.1	88.8	70.1	2.9	11.2	29.9
Agency Assignment						
Skills[a]	88.2	80.3	48.2	11.8	19.7	51.8
Leadership[b]	97.6	95.5	90.5	2.4	4.5	9.5
Supervision[a]	90.6	80.9	56.9	9.4	19.1	43.1
Pre-training[a]	96.5	94.4	68.6	3.5	5.6	31.4
Goals	98.8	95.5	96.4	1.2	4.5	3.6
N	170	178	137	170	178	137

[*] For x^2: A or B Component

a: $p < .001$

b: $p < .02$

c: $p < .05$

There were significant relationships between A and B component aspects and socioeconomic status level on all but one component. That is, comparisons across class strata indicate that proportions of A aspects of each component were significantly higher for those persons of lower socioeconomic status and lower for persons of middle socioeconomic status. While some components were almost evenly split on A and B aspects for a given socioeconomic stratum, and others were weighted heavily towards one or the other aspect, (e.g., on the pre-training component, there is almost a 30/70 split for the middle SES stratum; yet the same SES level splits almost 50/50 on the skills component) comparisons across socioeconomic strata clearly indicate the same direction of increases (or decreases) on each component.

Class Characteristics Underlying Relationship with Assignment Components

The explanation of such a relationship between SES and assignment aspect lies in the way the various component aspects match elements in the life styles of persons in each socioeconomic stratum. Examples of this matching will be related to the lower rather than the middle of the SERVE strata, since it is the involvement of the former which is unusual and of greater interest. The upper-lower stratum shares, to a smaller degree, the characteristics of the lower stratum rather than the middle stratum.

The group approach (i.e., assignment, meetings, transportation) was particularly helpful to the lower SES volunteer who, being more conforming[7] than middle SES persons,was reassured by his easy acceptance into a whole group of persons who were also volunteering.

Individual SERVE staff attention to the volunteers, facilitated by the weekly group meetings and group-structured programs, provided the authority and initiative that lower SES persons needed to assert themselves in the new role. Staff acted as a go-between to heighten communications within the group itself and promote better relations with, and understanding from, agency staff.

The regular, structured placement settings--with specifically assigned and supervised tasks--were a familiar situation, resembling the former work roles of lower SES persons.

The absence of an elaborate pre-training schedule, which might have implied that the volunteers were being tested before working, was appealing to those of lower SES, since it meant that their social, work, and verbal skills would not be challenged before they had proved themselves in other ways. Also, not having to take any leadership responsibility (unless or until they indicated readiness to do so) was helpful to lower SES persons, who were more hesitant to do so than were those of middle SES.

The variety of assignments at all levels of skill which were specific, obviously needed, visibly useful, and some of which the volunteer could see immediately were within his competence, encouraged the potential volunteer who, because of his limited skills, felt there was no place for him.

The same kinds of examples can be given for the volunteer of middle SES. Briefly, he was more likely to have the self-confidence and ability to assume responsibility for more individualized, skilled tasks--teaching a child to read, checking prices with a supermarket manager, leading special activity groups, supervising a book repair project--working on a more independent basis.

However, whether the volunteer was of lower or higher SES, he was not interested in "busy work." He wanted to do something that he perceived as needed and useful.

Summary

In addition to the usual stereotyping regarding older persons generally, those in the lower socioeconomic strata are even more stigmatized than other groups with reference to their potential value as volunteers. Aside from being old, they are seen as lacking the skills and abilities needed to volunteer. Yet, they may be more in need of new roles to fill their "leisure" time and less fluent than other classes in actually developing such roles.

The SERVE program has involved persons from different socioeconomic levels by developing and presenting a variety of assignments in such a way as to encourage the potential volunteer. Instead of treating older persons as an homogeneous group, SERVE has responded to their individual differences. Instead of automatic rejection because of class background, an opportunity was provided for activity and personal growth for persons whom society has sometimes neglected in this respect.

On a broader level, the SERVE experience indicates that volunteer programs by older persons will be more successful when their structure provides features that are familiar and meaningful to the social class acclimations and experiences of the members of the programs, and least successful when it does not.

NOTES

1 Robert Morris, Camille Lambert, Jr., and Mildred Guberman, New Roles for the Elderly, Papers in Social Welfare, No. 10, Brandeis University (Mass.: Harriet Lowenstein Goldstein Series, 1964), p.6.

2 Gladys Worthington, "Older Persons as Community Service Volunteers," Journal of Social Work, Vol. 8 (1963), No. 4, pp. 71-75.

3 Gordon F. Streib and Harold L. Orbach, "Aging," in Paul F. Lazarsfeld, ed., The Uses of Sociology (New York: Basic Books, Inc., 1967), pp. 621, 625.

4 R. Morris, C. Lambert, Jr., and M. Guberman, op. cit.

5 G. Worthington, op. cit.

6 Max Kaplan "Toward a Theory of Leisure for Social Gerontology," in Robert W. Kleemeier, ed., Aging and Leisure (New York: Oxford University Press, 1961), p. 401.

7 Albert K. Cohen and Harold M. Hodges, Jr., "Characteristics of the Lower-Blue-Collar-Class," Social Problems, Vol. 10 (1963), No. 4, pp. 303-334; Melvin L. Kohn and Carmi Schooler, "Class, Occupation, and Orientation," American Sociological Review, Vol. 34 (1969), No. 5, pp. 659-678.

XVIII. THE DROP-OUTS

Over the entire period of the demonstration project, 30 per cent (196) of the original registrants in the SERVE program dropped out and did not return. One hundred and eighty-three* interviews were completed with drop-outs 55 years of age and older, and are reported below.

Reasons for Dropping Out

The main reason for dropping out, given by almost half (48.0%) of the respondents, was that of poor physical health. Four persons died and one was institutionalized among this group, but the majority had some kind of acute or chronic health condition.

Another 14 per cent mentioned "family" problems as the reason for discontinuing, which frequently meant the illness or impending or actual death of a spouse or other family member.

The next most frequent reasons given for dropping out were "working now" (11.5%) and "moved away" (10.9%), the latter often meaning that spouse had died and the respondent was moving in with his or her children. One-tenth mentioned disliking some aspect of agency, program or assignment, or a transportation problem, which influenced their discontinuing. Eight per cent felt they were too busy with other things, and 7.6 per cent said they wanted to travel. Thus, the main reasons for dropping out had to do with some change in the circumstances of the volunteer, with health* as the most important factor.

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*This includes a few persons who dropped out more than once.

TABLE 26--REASONS FOR DROPPING OUT GIVEN BY DROP-OUTS 55 AND OVER, BY SEX PERCENTAGE DISTRIBUTION

Reasons	Total	Male	Female
Volunteer's health[a]	48.0	36.7	50.4
Family problems (usually illness or death of spouse)	13.7	10.0	14.4
Working at the time	11.5	16.7	10.5
Moved away	10.9	13.3	10.5
Too busy, no time	7.6	6.7	7.8
Travel	7.6	6.7	7.8
Transportation problems	6.0	3.3	6.5
Did not like program, agency, or assignment	4.4	3.3	4.6
Wanted to do something else	3.8	-	4.6
Program ended	3.8	10.0	2.6
All others	10.4	13.3	9.8
N	183	30	153

[a] This includes the four volunteers who died.

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*While health is usually a major reason[1] for discontinuing from activity programs among older persons, those SERVE volunteers who gave health as a

Circumstances Influencing Volunteer's Return

Asked if they would consider doing volunteer work again if circumstances were different, the majority (60.7%) of the drop-outs said that they would. About one-tenth did not reply and another 11.5 per cent had already returned to the program. About 17 per cent gave (or had) reasons why they would not volunteer again, the major ones being death or serious illness (4.4%), or doing other volunteer work (4.9%).

The circumstances under which they might do volunteer work again simply reflected their reasons for dropping out: "will return when health improves" (17.4%); "if family situation changes" (7.6%); "if there is a change in placement" (5.5%); "if there is a group to go with" (4.4%); "when I stop working" (3.8%); "when I have more time" (3.2%).

Effect of Program Content

Asked what they liked and disliked about the program and what they would do to improve it, two-thirds (66.7%) of the drop-outs said there was nothing they disliked, almost a quarter (23.5%) specified nothing they liked about the program, and about 9.8 per cent did not answer.

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reason for dropping out were run on the variables reported in Tables 27 and 28 to establish whether the health response was masking other reasons. The results were negative. Only six persons out of this group of 87 mentioned something they disliked about the program and which might be assumed to have contributed to their dropping out. Further confirmation of the influence of health conditions appears in the significant relationship of the number of health problems to retention levels. (See analysis of total group of volunteers in Appendix H, Table 17.)

The "specific activity" engaged in was most often mentioned (21.3%) as the particular aspect liked about the program. A tenth could not specify exactly what they liked, but said that they did like something. Smaller proportions mentioned that they liked the companionship with other volunteers, the general enjoyment, and the patients they worked with.

TABLE 27--ASPECTS LIKED ABOUT THE PROGRAM BY DROP-OUTS
55 AND OVER, BY SEX
PERCENTAGE DISTRIBUTION

Aspects Liked	Total	Male	Female
Specific activity engaged in	21.3	20.0	21.6
Volunteer companionship	7.1	13.3	5.9
General enjoyment	7.1	6.7	7.2
Patients worked with	6.6	10.0	5.9
SERVE staff	3.8	10.0	2.6
Helping others	3.8	6.7	3.3
All other things liked	10.4	10.0	10.5
Unspecified, but liked program	10.9	6.7	11.8
Nothing liked	23.5	23.3	23.5
Did not know, Not Reported	12.0	16.7	11.1
N	183	30	153

The 20.7 per cent who specified something they disliked included the 7.6 per cent who mentioned a specific, individual complaint about the SERVE program

(e.g., having to pay transportation for an extra bus; the working day should be longer; the SERVE staff; questioned the value of the program; working alone). Another 6.6 per cent disliked something about the placement agency.

TABLE 28--ASPECTS DISLIKED ABOUT PROGRAM BY DROP-OUTS 55 AND OVER, BY SEX PERCENTAGE DISTRIBUTION

Aspects Disliked	Total	Male	Female
SERVE program	7.6	13.3	6.5
Placement agency	6.6	33.3	1.3
All other things disliked	7.5	13.4	9.9
Did not get to know program, Not Reported	12.6	16.7	11.8
Nothing disliked	66.7	56.7	68.6
N	183	30	153

When the drop-outs were asked how the program could be improved, they had few suggestions. More than half (54.1%) said nothing needed improvement; 19.1 per cent said they were not familiar enough with the program to answer; and 13.1 per cent did not know. The largest single response recommended that the program be expanded along its present lines (7.6%). Thus, there were no specific suggestions for program improvement from these drop-outs and it appeared that program content was responsible for discontinuing service only in the minority of cases.

Summary

The volunteers gave a variety of reasons for discontinuing service, the main reasons being related to changed circumstances, such as reduction in own or spouse's health status, moving away or working. Approximately one-tenth dropped out because of some dissatisfaction with the agency, program, or assignment.

While poor health was the reason most often given for discontinuing, it must be stressed that a great many of those who gave useful service on a regular basis had a health problem of some moment. Poor health, therefore, need not be a reason for refusing a potential volunteer. Rather, the volunteer service role can be a means of strengthening the individual to be as productive as he can within the limits of his health status.

Many active SERVE volunteers had heart disease, asthma, stroke, cancer, high blood pressure, disabling arthritis, and other serious health problems. Yet they came regularly, and worked regularly, in spite of their health handicaps. Through SERVE they had found an environment in which they could function at their own level.

NOTES

1 James E. Trela and Leo W. Simmons, "Health and Other Factors Affecting Membership and Attrition in a Senior Center," *Journal of Gerontology*, Vol. 26 (1971), No. 1, p.50; Ruth T. Storey, "Who Attends a Senior Activity Center? A Comparison of Little House Members with Non-Members in the Same Community," *The Gerontologist*, Vol. 2 (1962), No.4, p.222.

XIX. EFFECTS OF PROGRAM PARTICIPATION

A major goal of the SERVE program was to enrich the lives of its participants. This chapter will discuss the effects of program participation on the morale ratings, friendship networks and self-image of the volunteers, and their own perceptions of the effect of the program.

Morale Ratings of Volunteers and Non-Volunteers

One means of assessing the effects of program participation was to compare long-term volunteers with non-volunteers on several self-rating items which reflect morale or sense of well-being. Before discussing these comparisons, it must be noted that the non-volunteers were similar to the long-term volunteers on most of the variables discussed in Chapter XIV (The Sample). The major differences between the two groups were on those variables designating role lack or loss,* and in health.

Since the literature[1] indicates that role losses, particularly the combined effect of several, are related to low ratings on morale, happiness and satisfaction, the expectation would have been for the long-term volunteers, who had more role loss, to have had lower ratings on such morale indices than did the non-volunteers or the general older population. Instead, the long-term volunteers tended to rate themselves higher. A comparison of the self-ratings given by long-term volunteers, non-volunteers, and other older populations on age-perception, happiness, feelings of usefulness, satisfaction with use of time and feelings of well-being showed that the long-term volunteer population had higher ratings on all morale items, and the differences between long-term and non-volunteer groups were significant.

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*On all but one of the variables specified in Appendix H, Table 18, more of both the long-term and the total group of volunteers can be said to have sustained role loss than had either the general population or the non-volunteers.

TABLE 29--SELF-RATINGS ON MORALE ITEMS, FOR LONG-TERM VOLUNTEERS, NON-VOLUNTEERS AND POPULATIONS OF OTHER STUDIES, 55 AND OVER PERCENTAGE DISTRIBUTION

Self-Ratings	Long-Term Volunteers	Non-Volunteers	Other
Age Perception[b]			
Young or middle aged	77.9	57.9	49
Elderly or old	14.4	29.3	42
Did not know, Not Reported	7.7	12.8	9
N	104	157	500[2]
Happiness[b]			
Very happy or happy	82.6	60.6	27
Mixed feelings	15.4	30.6	55
Unhappy or very unhappy	1.9	4.4	18
Did not know, Not Reported	-	4.5	-
N	104	157	681[3]
Feelings of Usefulness[d]			
All or most days	83.6	68.8	72
Some days	12.5	14.6	10
Few or no days	1.0	8.3	17
Did not know, Not Reported	2.9	8.3	-
N	104	157	92[4]
Satisfaction[a]			
Very satisfied or satisfied	95.2	73.8	
Neither	1.9	11.5	
Dissatisfied or very dissatisfied	-	8.3	
Did not know, Not Reported	2.9	6.4	
N	104	157	
How Well Off Compared to Others[c]			
Better off	72.1	54.1	
Same	16.3	24.8	
Worse off	2.9	3.2	
Neither	2.9	-	
Did not know, Not Reported	5.8	17.8	
N	104	157	

For x^2 long-term volunteers vs. non-volunteers

a: $p < .001$

b: $p < .01$

c: $p < .02$

d: $p < .05$

Health Status as a Contributing Factor in Morale Ratings

While the figures in Table 29 lend themselves to a favorable interpretation of the effects of participation in the SERVE program, they could not be evaluated adequately without consideration of another factor, that of physical health.

In reply to the question, "Do you have any health problems that might interfere with your doing volunteer work?" only one-third of the long-term volunteers said they had at least one health problem, compared to two-thirds (62.9%) of the non-volunteers. These responses in part may have reflected the desire of the volunteers to minimize their health problems and the need of non-volunteers to exaggerate theirs (i.e., the former to avoid interfering with the volunteer role, the latter to justify not volunteering). However, the responses to other questions confirmed that more of the non-volunteers than the long-term volunteers tended to see a doctor, were hospitalized, and were kept from doing their regular work.* Since this appeared to be a significant difference between the health statuses of the two groups, their morale ratings were examined holding constant the number of health problems of the respondents.

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*Appendix H, Table 20.

TABLE 30--MORALE RATINGS, LONG-TERM VOLUNTEERS AND NON-VOLUNTEERS, 55 AND OVER, HOLDING CONSTANT THE NUMBER OF HEALTH PROBLEMS
PERCENTAGE DISTRIBUTION

Self-Ratings	No Health Problems		1 or more Health Problems	
	LTs	NONs	LTs	NONs
Age Perception				
Young or Middle-aged	81.2	70.2	70.6	51.0
Elderly or Old	10.1	21.1	23.5	35.4
Did not know, Not Reported	8.7	8.8	5.9	13.5
N	69	57	34	96
Feelings of Usefulness				
Almost every or most days	86.9	75.4	76.5	65.6
Some days	8.7	10.5	20.6	17.7
Few or No days	1.4	3.5	-	11.5
Did not know, Not Reported	2.9	10.5	2.9	5.2
N	69	57	34	96
Happiness		b		c
Very happy or Happy	84.1	66.7	76.5	58.3
Mixed feelings	15.9	24.6	17.6	34.4
Unhappy or Very unhappy	-	3.5	5.9	4.2
Did not know, Not Reported	-	5.3	-	3.1
N	69	57	34	96
Satisfaction		a		c
Very satisfied or Satisfied	97.1	73.7	91.2	76.0
Neither	1.4	10.5	2.9	12.5
Dissatisfied or Very dissatisfied	-	8.8	-	7.3
Did not know, Not Reported	1.4	7.0	5.9	4.2
N	69	57	34	96
How Well Off Compared to Others				b
Better Off	75.4	66.7	64.7	49.0
Same	15.9	21.0	17.6	24.0
Worse Off	-	1.6	8.8	5.2
Neither	1.4	-	5.9	-
Did not know, Not Reported	7.2	10.5	2.9	21.9
N	69	57	34	96

For x^2 long-term volunteers vs. non-volunteers

a: $p < .01$

b: $p < .05$

c: $p < .10$

In comparing those who listed no health problems with those who listed one or more, there remained differences on morale ratings between long-term volunteers and non-volunteers which were attributed to participation in the SERVE program. While the significances of the differences were much reduced from those of the total group comparisons, there was a strong suggestion that the long-term volunteer was more optimistic, satisfied and happy; and felt more useful and younger than the non-volunteer. This was so in spite of the fact that the long-term volunteer had had more extensive role loss, and therefore would have been expected to have lower ratings than the non-volunteers.

Some of the reasons for the higher morale ratings of the long-term volunteers may have included the strengthening of their friendship networks, the provision of instrumental and social roles, and the enhancement of their self-image due to program participation.

Strengthening of Friendship Networks

The SERVE program provided the volunteers both with the opportunity of making new friends and of seeing old friends with some regularity. This was particularly important to those volunteers from the lower socioeconomic strata, many of whom tend not to make friends outside their family (kinship) systems[5] and thus are particularly isolated by loss of spouse or by not having children nearby.

Sixteen per cent of all the volunteers reported that initially they had no friends in the group and now had at least one. Of those who had had at least one friend in the group previously, 16.9 per cent reported making new friends. Thus, almost one-third (30.6%) of all the volunteers had made new friends.

The vast majority (79.7%) of the volunteers reported having some friends in the group, including both new friends and those known before. Thirty-two per cent mentioned one to three friends and 47.5 per cent had four or more friends among the volunteers. About 24 per cent of the males and 19.5 per cent of the females reported having no friends in the group, and the majority of this category were persons from the middle class, who more often volunteered alone or in small groups, (unlike those of lower socio-economic status).

Seventy-three per cent of all the volunteers saw friends from the volunteer group outside of their group activities. Also, 14.2 per cent of those who had made new friends reported seeing them outside of the SERVE group meetings.

It thus appears that participation in SERVE strengthened the volunteers' previous friendships and helped them to make new ones by increasing their social contacts. In line with suggestions of Kutner[6] and Neugarten[7] that increased morale and life satisfactions are related to increased social participation, it is concluded that the strengthening of social networks which resulted from SERVE participation increased the volunteers' sense of well-being.

Strengthening Self-Image

SERVE participation enhanced the self-image of the volunteers in several ways. The most elementary related to the fact that the image of giving service was, per se, a favorable one. By doing so, the volunteers received expressions of approval from friends and family, and they themselves felt that other volunteers were praiseworthy.

Asked what they thought of the volunteer group, 25 per cent of the long-term volunteers characterized it as "a family." Almost two-thirds (62.5%) described the group as "good," "excellent" people. As to what others thought of the volunteers, 54 per cent of the long-term volunteers gave generalized responses indicating that favorable attitudes were held by other people. Many others gave more specific comments: 7.7 per cent said others were "proud of" or "respected" them; 5.8 per cent said their example had made others join; 2.9 per cent said others thought they were wonderful to give service at their age.

A more tangible process by which self-image was enhanced involved the repeated performance of and identification with the particular volunteer assignment. As the volunteer gained greater understanding of the meaning and scope of his contribution--what it meant to the total agency as well as to the specific patient--he enjoyed not just the pleasure of praise from others, but the real, tangible results of his "work" as it interlocked with the jobs of all the other volunteers. Asked the meaning of their volunteering to the agency and to those served, 43 per cent of the long-term volunteers said that their work freed staff, filled a need, and thus helped the agency or institution. Thirty per cent said that the staff and agency, by their gestures of appreciation, indicated that they valued the volunteer work. Fourteen per cent said that they were well liked and/or highly regarded by the institution and staff.

Forty per cent gave generalized responses indicating that there were general beneficial effects on those being helped, and many were more specific by giving "evidence" that they were needed in their volunteer role. Twenty-nine per cent said that the children, patients, and others they served looked forward to their coming and asked them to return. One-quarter (26.0%) said that their activities made the patients happy. Many gave reasons why they were good for the patients, such as: gave them someone to talk to and not be so lonely (6.7%); gave them individual care and affection (4.8%); made the patients feel wanted and important (1.9%). The volunteers developed insight into the needs of those they served and could see where and how they were meeting those needs; they saw themselves as playing a recognized and important role in the total agency setup.

Another process which strengthened the volunteer's self-image related to the total recognition efforts--SERVE attendance pins, Tribute Day, Volunteer Training Institute, media publicity--by SERVE staff, involving agency, community, state and national officials.

Asked for their comments regarding various recognition efforts, 89 per cent of the long-term volunteers made some favorable comment about the attendance pins. While most responses were general, one specific comment was that it made the volunteer feel proud and glad to be part of SERVE (12.5%), and another indicated why they liked the pin and what it did for them (16.3%)--it was a tangible reward; it gave a feeling of accomplishment and being appreciated; it helped morale and gave a lift; it attracted lots of attention.

The totality of recognition activities was considered meaningful by the long-term volunteers for a variety of reasons: it was seen as giving an incentive (24.0%); was appreciated and meant a lot to the volunteers (22.1%); made the volunteers feel rewarded and/or appreciated and/or recognized* (31.7%).

Recognition by the newspapers was also noted by the long-term volunteers. When, during the initial interview, the volunteers were asked where they had first heard about SERVE, only 9 per cent mentioned the news media. Such publicity made little impression on potential volunteers prior to recruitment. However, when the long-term volunteers were asked where they had heard about SERVE since joining, 67.3 per cent mentioned newspaper articles. As they identified with the program, they became more aware of publicity.

One other point of interest regarding recognition activities was that they seemed less important to the middle-class volunteers than to the volunteers in the two lower socioeconomic strata. More of the middle-class long-term volunteers had not attended the Institute (43.0%) or Tribute Day (19.4%) than was true of the upper-lower (19.0% and 14.6%) and lower-class long-term volunteers (3.0% and 9.1%). This would be consistent with the discussion in Chapter XVII which indicated that persons of lower socioeconomic status have more need of encouragement and may participate more in "group" activities.

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*Carp[8] has noted that volunteers in her study did not seem as satisfied as those who had paid employment or those who did nothing. She attributed this to lack of payment of the volunteers, and saw payment as representing "the value placed by society on their contribution." The SERVE volunteers, on the other hand, have gained satisfaction from the broad recognition received from participation in the SERVE program--recognition which represents to them a form of remuneration and acknowledgement of the value of their work.

In sum, the responses have indicated that, from their own friends, from their specific activities, and from broader recognition efforts, the volunteers have gained a favorable and prestigious image in their own eyes, and see others as also holding this image of them.

Program Effects as Seen by the Volunteers

Another means of assessing the effects of program participation was to ask the volunteers questions designed to elicit their perceptions of program effect:

1) What are the good and bad effects of volunteering?
2) What has it meant to you to be a volunteer?
3) What are your reasons for continuing?

While the nature of the question may have changed the emphasis for some of the responses, the same general concepts were expressed in response to all three questions*. According to the long-term volunteers, the SERVE experience reduced loneliness and boredom; provided diversion from worries; brought an element of anticipation into an otherwise empty week; provided a stimulus and challenge to those who felt the atrophy of inactivity; gave a useful role and a very specific job to identify with and make one's own;

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*Appendix F contains a complete version of the phraseology used by the volunteers in answering these and other questions. The categories given in Table 32 are abridgements of actual responses.

provided a means of doing something for someone else and the attendant sense of being needed; gave an opportunity to build up a responsible, important function within an agency and with others who depended on the volunteer for assistance; and provided a camaraderie with one's contemporaries.

TABLE 31--IMPACT OF THE VOLUNTEER EXPERIENCE AS SEEN BY THE LONG-TERM VOLUNTEERS 55 AND OVER PERCENTAGE DISTRIBUTION

Responses Given by The Volunteers	Good Effects of Volunteering	What it has Meant to be a Volunteer	Reasons for Continuing
Alleviates loneliness; gets out of isolation of own home	8.7	11.5	8.7
Work is therapeutic (mentally or physically); takes mind off self	33.7	7.7	4.8
Fills spare time; alleviates boredom; something to look forward to	14.4	17.3	25.0
A way to have new experiences and keep mind alert; finds work challenging and stimulating	20.2	10.6	4.8
Likes "group" closeness; enjoys relationship with volunteers	2.9	7.7	6.7
Finds one or more aspects of work satisfying; gratifying; rewarding	11.4	28.6	9.5
A useful way to spend time; to be productive; gets feeling of usefulness or worth	2.9	11.5	3.8
Enjoys a specific activity	-	3.8	8.7
Feels personal obligation to help; feels personally involved	1.0	1.0	8.6
Believes patients or institution appreciate or benefit from efforts	2.9	6.7	4.8
Enjoys relationships with patients	1.0	19.2	2.9
Provides opportunity to aid those worse off than you	-	4.8	1.9
Provides opportunity to do good for people; to help others	5.8	27.9	12.5
Feels experience is nice or enjoyable	27.8	20.2	29.8
All other Table H*	3.9	7.7	13.4
All other	9.8**	7.8	22.2***
Did not know, Not Reported	2.0	4.8	1.9
N	104	104	104

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*Appendix G.

**Only one person specified a bad effect.

***Includes 10.5 per cent who said: "It has become part of my life."

Again, as in Chapter XVI, the themes of social participation and useful activity, of gratification and a sense of worth, are seen as beneficial effects of the volunteer experience. These findings are consistent with the suggestion of DeGrazia[9] and Havighurst,[10] that the satisfaction gained from work roles also can be gained from leisure activities. Kutner has related this concept to attempts to increase morale, stating that ". . . not any activity, but only activities that provide status, achievement and recognition can lift morale, and that those that are not basically satisfying needs do not contribute much to the individual's adjustments."[11]

Summary

The long-term SERVE volunteers, because of their extended role loss, could have been expected to have low morale ratings. Instead, their ratings were higher than the non-volunteers, and the differences are attributed to participation in the SERVE program. That is, the strengthening of friendship networks resulting from the regular group contacts, and the volunteers' heightened self-image based upon their strong identification with a definite role they perceived as useful, needed, helpful to others, and which was recognized as such by the community as well as by themselves, has improved their morale and sense of well-being.

Beyond providing a milieu for social contact, SERVE has created a role which helped the volunteers remain active and in the mainstream of community life.

NOTES

1 See for example, Matilda W. Riley and Anne Foner, Aging and Society, Vol. 1 (New York: Russell Sage Foundation, 1968); Bernard Kutner, David Fanshel, Alice M. Togo, and Thomas S. Langner, Five Hundred Over Sixty (New York: Russell Sage Foundation,1956); B.S. Phillips, "A Role Theory Approach to Adjustment in Old Age," American Sociological Review, Vol. 22 (1957), No. 4, pp. 212-217.

2 B. Kutner, D. Fanshel, A. Togo and T. Langner, op. cit., p. 98 (N=500 noninstitutionalized adults 60 years and over).

3 Gerald Gurin, Joseph Veroff and Sheila Feld, Americans View Their Mental Health: A Nationwide Study (New York: Basic Books, Inc., 1960), pp. 19-20 (N=681 U.S. adults 55 and over).

4 Margaret Blenkner, Julius Jahn and Edna Wasser, Serving the Aging (New York: Community Service Society, 1964), p. 86 (N=92 non-applicant population 55 and over).

5 Albert K. Cohen and Harold M. Hodges, "Characteristics of the Lower-Blue-Collar Class," Social Problems,Vol. 10 (1963), No. 4, pp. 303-334; B. Kutner, D. Fanshel, A. Togo and T. Langner, op. cit.; and M. Riley and Anne Foner, op. cit.

6 B. Kutner, D. Fanshel, A. Togo and T. Langner, op. cit.

7 Sheldon S. Tobin and Bernice L. Neugarten, "Life Satisfaction and Social Interaction in the Aging," Journal of Gerontology, Vol. 16 (1961), No. 4, pp. 344-346.

8 Frances M. Carp, "Differences Among Older Workers, Volunteers, and Persons Who Are Neither," Journal of Gerontology, Vol. 23 (1968), No. 4, pp. 497-501.

9 Sebastian De Grazia, "The Uses of Time," in Robert W. Kleemeier, ed., Aging and Leisure (New York: Oxford University Press, 1961).

10 Robert J. Havighurst, "The Nature and Values of Meaningful Free-Time Activity," in Robert W. Kleemeier, ed., op. cit.

11 B. Kutner, D. Fanshel, A. Togo and T. Langner, op. cit. p. 104.

XX. ATTITUDES TOWARDS EMPLOYMENT

It is commonly believed that older persons would be eager to work if paid employment were available to them. To explore the validity of this idea among both the long-term and non-volunteer groups, a number of questions were asked which examined their attitudes toward, and experience with, employment and volunteerism. In line with other studies[1] the responses indicated that desire for paid employment among both groups was neither unqualified nor extensive.

Preference for Volunteering or Paid Employment

In response to whether, given sufficient income, they preferred volunteer or paid work, the majority of both volunteers (83.6%) and non-volunteers (75.8%) said they would rather do volunteer than paid work.

TABLE 32--PREFERENCE FOR VOLUNTEERING OR PAID EMPLOYMENT,
GIVEN ADEQUATE INCOME,
BY LONG-TERM VOLUNTEERS AND NON-VOLUNTEERS
55 AND OVER
PERCENTAGE DISTRIBUTION

	Long-Term Volunteers	Non-Volunteers
Volunteer	83.6	75.8
Paid employment	6.7	10.2
Neither	1.0	5.1
Both	1.9	3.2
Did not know, Not Reported	6.8	5.8
N	104	157

Furthermore, whatever their needs may have been the vast majority of the respondents had not sought employment, nor had the majority of their spouses, and only a small per cent of any of the groups were actually employed.

TABLE 33--WHETHER RESPONDENT OR SPOUSE SOUGHT PAID EMPLOYMENT FOR LONG-TERM VOLUNTEERS AND NON-VOLUNTEERS 55 AND OVER PERCENTAGE DISTRIBUTION

	Long-Term Volunteers		Non-Volunteers	
	Self	Spouse	Self	Spouse
Has not sought paid employment	90.4	19.2	83.4	26.1
Is employed	5.8	8.6	9.6	13.4
Has sought paid employment	2.9	-	3.8	1.3
Not Reported	1.0	8.6	3.2	5.1
No spouse	-	63.5	-	54.1
N	104	104	157	157

Reasons Why Older Persons Work

Asked to generalize beyond themselves, the respondents saw isolation and the need for income as the main reasons most older persons work. That is, working was seen as a means of overcoming the lessening social contacts and decreased incomes characteristic of old age.

Large proportions of both long-term volunteers (65.4%) and non-volunteers (61.1%) mentioned a need for money, or for extra money (10.6% vs. 6.1%). A greater proportion of non-volunteers (55.4%) than volunteers (44.7%) gave isolation as a reason for working, which might have been an indication that long-term volunteers now saw volunteering as an alternate means of reducing isolation.

TABLE 34--REASONS MOST OLDER PEOPLE WORK, GIVEN BY LONG-TERM VOLUNTEERS AND NON-VOLUNTEERS 55 AND OVER PERCENTAGE DISTRIBUTION

	Long-Term Volunteers	Non-Volunteers
Need of income	65.4	61.1
Isolation	44.7	55.4
Want extra money	10.6	6.1
Like it, are used to it, want to	8.6	7.6
Gratification	6.7	7.0
All other	4.0	4.2
Did not know, Not Reported	3.9	10.2
N	104	157

Work or Volunteering: Which is Better for Older Persons

Under half of the long-term volunteers and over one-quarter of the non-volunteers saw both work and the volunteer role as good for older persons. Both groups rejected the notion that older persons should neither work nor volunteer. Over one-quarter of the non-volunteers and about one-fifth of the long-term volunteers indicated that either working or volunteering is appropriate--that options should be open to older persons. Another one-third of the volunteers and almost one-quarter of the non-volunteers thought that the better role for older persons was that of the volunteer.

TABLE 35--IS VOLUNTEER OR PAID WORK BETTER FOR OLDER PEOPLE BY LONG-TERM VOLUNTEERS AND NON-VOLUNTEERS 55 AND OVER PERCENTAGE DISTRIBUTION

	Long-Term Volunteers	Non-Volunteers
Both	44.2	29.9
Volunteer work	31.7	22.9
Paid work	1.0	9.6
Neither	-	1.3
Qualified (e.g., depends on age, individual situation); Did not know; Not Reported	23.0	36.2
N	104	157

Thus, the majority of the non-volunteers, as well as the long-term volunteers, did not indicate that working was the best role for older persons.

Kinds of Jobs Appropriate for Older Persons

Asked what kinds of jobs they thought would be desirable for older persons if the government were planning such jobs, the respondents stressed two characteristics. First, large proportions of both groups mentioned part-time employment. Second, over one-quarter of both groups mentioned that such jobs should be physically non-demanding, safe, and carry little responsibility. Both responses implied that these older persons saw as inappropriate for the aged those jobs making heavy demands on time and energy.

Slightly under one-half of both groups mentioned specific tasks which they felt would be suitable for older persons: caring for the sick; helping with children or older persons; typing, clerical and office work. Many of these specific tasks were similar to what the respondent had done or had seen others doing in SERVE. (Another 6.7 per cent of the volunteers and 1.3 per cent of the non-volunteers replied by specifying "SERVE-type" jobs.) This projection of SERVE-type jobs into their responses indicated their acceptance of the SERVE assignments as "real" work roles, yet within their capabilities.

TABLE 36--CHARACTERISTICS OF JOBS GOVERNMENT SHOULD PLAN GIVEN BY LONG-TERM VOLUNTEERS AND NON-VOLUNTEERS 55 AND OVER PERCENTAGE DISTRIBUTION

	Long-Term Volunteers	Non-Volunteers
Part time	82.7	65.0
Specific tasks	45.2	49.7
Not physically demanding	20.2	22.9
Accessible, safe, easy, no responsibility	6.8	6.3
SERVE-type jobs	6.7	1.3
Full time	1.0	1.3
Qualified: depends on individual circumstances	39.4	17.2
None, aged should not work, need aid	3.9	2.5
Other	6.7	4.7
Did not know, Not Reported	3.9	14.6
N	104	157

Over one-third of the volunteers and under one-fifth of the non-volunteers felt that choices of job characteristics depended on the individual, again indicating that options should be open to the older person.

Sources of Job Satisfaction

The main sources of satisfaction from previous jobs, specified by both volunteers and non-volunteers,were: satisfaction from on-the-job contact with other people (about one-quarter); pride in work or the actual job itself (about two-fifths); and remuneration. Several of these satisfactions were similar to those the volunteers obtained from their volunteer assignments. (Chapter XVI.)*

TABLE 37--SOURCES OF JOB SATISFACTION GIVEN BY LONG-TERM VOLUNTEERS AND NON-VOLUNTEERS 55 AND OVER PERCENTAGE DISTRIBUTION

	Long-Term Volunteers	Non-Volunteers
Social contact	27.9	23.6
Specific job	23.1	23.6
Pride in work	19.2	17.2
Remuneration	9.6	5.7
Independence	5.8	5.1
Satisfaction in helping people	6.7	3.2
Working conditions	3.8	4.5
Has not worked for past 30 years	2.9	5.1
Never worked or worked less than one year	15.4	15.3
All other	6.0	7.6
None specified	3.8	4.5
Not Reported	1.9	8.3
N	104	157

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*Havighurst[2] has noted that many people can and do obtain the same satisfactions from work and from leisure time activities.

Summary

The majority of both long-term volunteers and non-volunteers, indicated that, given sufficient income, they would prefer volunteer work rather than paid employment. Only small proportions of either group had sought work or were employed.

Both groups thought that most older persons work because of loneliness or the need for greater income, not from an intrinsic desire to be working, and felt that jobs appropriate for older persons should be part-time and non-demanding. The previous job satisfactions stressed were not the remuneration, but rather the work itself and the personal contacts on the job, and both volunteers and non-volunteers saw work and volunteer roles as providing similar satisfactions.

These data suggest that if so many older persons were not living on subsistance incomes and therefore feeling a need for paid employment, other roles would seem equally or more desirable, as long as they offered some degree of social contact or feeling of productiveness. These facts frame the conclusion that volunteering is one viable alternative to work for older persons and therefore should be developed as such by social planners.

NOTES

1 See for example, Matilda W. Riley and Anne Foner, Aging and Society, Vol. 1 (New York: Russell Sage Foundation, 1968); Wayne E. Thompson and Gordon F. Streib, "Meaningful Activity in a Family Context," in Robert W. Kleemeier, ed., Aging and Leisure (New York: Oxford University Press, 1961); Aaron Rosenblatt, Older People on the Lower East Side (New York: Community Service Society, 1964).

2 Robert J. Havighurst, "The Nature and Values of Meaningful Free Time Activity," in Robert W. Kleemeier, ed., *op. cit.*

XXI. SERVICE STAFF ACTIVITIES

During the course of the SERVE project, interested observers of the program, and individuals or groups who wished to develop a volunteer service program by older persons in their own communities, requested information about the SERVE staffing pattern and the kinds of activities in which staff was engaged. This chapter is designed to answer some of these questions. No attempt will be made to describe staff activities in detail, since the material in Part A documents staff role and function throughout. Rather, this chapter will present proportions of staff time spent in specific activities.

Staffing Pattern

From the beginning, and throughout the demonstration period, service staff for the project consisted of two full-time community relations workers supported by two clerical workers, all under the direction of a half-time project director.

The two community relations workers, both Staten Island residents, brought to their positions a wealth of experience in community activities. Their interest, capability, sensitivity to community interrelationships and commitment to the project and to the older persons it served were invaluable in conducting the SERVE program. Neither had professional degrees or formal training for the job.*

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*A job description for community relations worker, prepared for the Personnel Department of Community Service Society, is contained in Appendix I. Prepared during the second year of the project, it is based on actual experience and responsibilities, as well as on anticipated plans.

The project director, who carried major responsibility for organizing and supervising the total program, was a permanent member of the staff of Community Service Society, holding the position of Staff Specialist for Aging in the Society's Department of Public Affairs. She has a Master's Degree in social work with 15 years experience in the field of aging. Her primary training and previous work experience were in the field of social group work.

Analysis of Staff Time Use

In order to determine how staff time was apportioned, a sampling method was employed. During the course of one year, a "random moment" sampling was made of the activities of all service, clerical and research staff members--full-time, part-time, and temporary.*

In all, 3748 samplings were made. CSS activities, including research, accounted for 14 per cent of the documented time use. Since these activities would not be engaged in if the SERVE program were replicated, they are not included in the tables. Also, all non-productive activity (i.e., vacation, lunch, sick leave), which accounted for another 10 per cent of the time, has been excluded. The remaining 2588 samplings describe the use of service and clerical staff time.

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*This process took place during the intermediate year of the program, so that many different activities, in various stages of development, were sampled. While this second year sampling did not reflect exactly the same kinds and proportions of activities as a sampling of the first or third years would have, it gives an overview of staff activities and the amount of time used for each. For example, the recruitment figures would have been larger, as would contacts with agency personnel, if the sampling had occurred during the first year.

Service Staff Activities

More than one-third of service staff time was spent in contacts with volunteers, and about two-thirds of these contacts were made in person, in accordance with the SERVE emphasis on personalized recruitment and retention techniques. Fifty-four per cent of the staff contacts with volunteers were with individual volunteers and 46 per cent with groups of volunteers.

TABLE 38--USE OF "PRODUCTIVE" TIME, SERVICE AND CLERICAL STAFF
PERCENTAGE DISTRIBUTION

Time Use	Service Staff		Clerical Staff		Total Staff	
Contacts with Volunteers	33.3		11.1		26.7	
In person		21.4		2.2		15.7
Telephone or letter		11.9		8.9		11.0
Contacts with Participating Agencies	9.6		4.9		8.2	
In person		4.8		.1		3.4
Telephone or letter		4.8		4.8		4.8
Program Administration and Implementation	18.2		6.8		14.8	
Clerical	6.6		67.2		24.5	
Conferences and Planning	18.8		3.7		14.3	
Miscellaneous, Productive	6.4		6.3		6.4	
In transit	7.1		-		5.0	
N	1822		766		2588	

The 18.8 per cent of time given by service staff to "conferences and planning" reflected the staff team approach so necessary for program

operations. Since each community relations worker was responsible for designated areas of the program, and each spent considerable time out of the office and in the community, staff meetings and informal discussion were necessary to keep each staff member informed of activities of the rest of the staff. Also, this category includes time spent in program planning and evaluation with the Project Director. Under this heading are included also a variety of community activities related to program development and planning which did not directly involve the volunteers or participating agencies, such as service staff meetings with visitors and others interested in the SERVE program; contacts with newspapers and other media; exploratory meetings with community leaders; attendance at community functions; addresses about SERVE or aging given by staff before various community groups.

The 18.2 per cent of service staff time classified under "administration and implementation" includes the many activities necessary for recruitment, placement, training and retention, which did not involve direct contact with volunteers or staff of participating agencies. Included here are, for example, the administrative details involved in setting up such activities as: recruitment meetings; tours for prospective volunteers; training programs; preparations for Tribute Day and the Volunteer Training Institute, as well as preparation of informational materials (press releases, news stories, etc.) and of the quarterly SERVE Newsletter; time spent in arranging for transportation of volunteers to their assignments; in securing a place to hold a recruitment meeting; in following up on speakers and arranging a program; in providing refreshments.

The 7.1 per cent of time spent in transit reflects the mobility required of service staff. This mobility would not have been possible without the backup of the clerical staff, who, as part of the necessary teamwork, assumed responsibility for the office in the absence of service staff, responding to problems and inquiries as they arose.

The clerical activities also reflected the informal contacts with volunteers in the SERVE office, the letter writing and telephoning that were required to keep in close touch with program and volunteer needs, and to keep the volunteers informed of new program developments, as well as the necessary record and attendance keeping.

Broad Program Areas

Another way of analyzing staff activities was to classify them according to the broad program areas of recruitment, or placement, or training and retention, or community relations and publicity. However, only about two-fifths of the staff activities were related exclusively to one of these specific areas, since most activities served many functions. For instance, Tribute Day played a valuable role not only in developing community relations, but also in the recruitment and retention of volunteers.

TABLE 39--ACTIVITIES RELATED TO ONLY ONE PROGRAM AREA
BY TYPE OF PERSONNEL
PERCENTAGE DISTRIBUTION

Program Areas	Service Staff		Clerical Staff		Total Staff	
Recruitment	17.1		25.7		18.7	
In person contact		8.7		.4		6.8
Phone or letter contact		4.0		6.7		4.5
Clerical or administrative		4.4		18.7		7.5
Placement	16.8		7.0		14.5	
In person contact		7.1		-		5.5
Phone or letter contact		6.4		2.8		5.5
Clerical or administrative		3.3		4.2		3.4
Training and Retention	52.6		67.3		56.2	
In person contact		25.2		6.0		21.1
Phone or letter contact		14.9		25.4		16.7
Clerical or administrative		12.5		35.9		18.5
Community Relations and Publicity	13.6		-		10.6	
N	1096		291		1418	

Of the 40 per cent of activities which were concerned exclusively with one program area, over one-half related to training and retention, reflecting the leadership of group meetings and other personal contacts of staff with volunteers. During the second year, as more groups developed, staff gave more time to training and retention.

Excerpts from the special activity calendar listing for the service staff during two months of the second year reveal the wide variety of staff activities made necessary by one or more of the broad program areas (recruitment, placement, training and retention, community relations).

In the spring of 1968, for example, SERVE staff members spoke about SERVE at a meeting of the Navy Mothers' Club; met with the staff at St. Elizabeth's children's residence to develop placement opportunities for new volunteers; sponsored a luncheon for presidents of local branches of the American Cancer Society in order to stimulate general interest in SERVE; conducted a luncheon meeting at the SERVE office with the directors of the Staten Island family service agencies and the Department of Social Services to explore possibilities of organizing the telephone reassurance program.

They also met with representatives of the Mental Health Society, Ladies of Charity, and Federation of Catholic Mothers' Clubs to discuss the potential of developing a volunteer reading-help program in the parochial schools; held a party at Todt Hill Houses to recruit volunteers from the housing project and its environs; sponsored a recruitment tea at Faith Methodist Church.

They conducted a tour for potential volunteers of Mt. Loretto-St. Elizabeth's; arranged a multiple tour of the Sea View Hospital and Home, Willowbrook State School, and a public school reading program, held a recruitment party for potential volunteers at Richmond Terrace Houses; and told the members of the Olivet Presbyterian Senior Club about volunteer opportunities on Staten Island.

In addition, that spring, staff participated in one of the monthly birthday parties of the West Brighton Senior Center by describing the SERVE program and its latest volunteer opportunities; attended a meeting of the National Association of Retired Civil Employees where two of the SERVE volunteers described the SERVE program and recruited fellow members for a tour; spoke at a party given by the Stapleton Senior Center for its volunteers; and took part in the community-wide Senior Citizens Day program.

Level and Method of Contact

During this second year, staff spent five times as much time on contacts with registered volunteers (63.4%) as with potential volunteers (12.7%), and in person contacts outnumbered letter and telephone contacts. These figures demonstrated the need for a SERVE staff person to be on the scene, working with the volunteers on a day-to-day basis. It was this kind of process which helped volunteers and agency personnel to get the "best fit" out of their relationship.

TABLE 40--LEVEL AND METHOD OF CONTACT FOR THE TOTAL SERVICE AND CLERICAL STAFF PERCENTAGE DISTRIBUTION

Level of Contact	
Volunteers	63.4
Potential volunteers	12.7
Agency head	10.4
Agency staff	12.3
Other	1.1
N	1005
Method of Contact	
Letter and telephone	44.6
In person	55.4
N	1018

Summary

The SERVE staff during the entire project period consisted of two nonprofessional community relations workers, under the direction of a professionally trained social worker. Since there were few appropriate techniques and guidelines for the recruitment, placement, training and retention of older volunteers, staff had to explore and experiment as the program progressed.

A random sampling method was used to document the actual apportionment of staff time given to various areas of activity. The analysis showed a high proportion of time spent in personal contacts with volunteers, reflecting the emphasis on personalized outreach and the need for continuous participation in each program operation. Also, substantial time was spent by service staff in the community creating a receptivity to and awareness of the program, and taking the initiative in each phase of development.

In conclusion, it appears that one of the strengths of the SERVE program structure was that its staff was independent of both the placement agency and the recruitment source. Hence it could function as a liaison between agency and volunteers, ensuring that the interests and needs of each were met. In addition, most agencies did not have staff time available for the initiative and outreach required to implement a SERVE-type program. Thus the SERVE experience demonstrated the value of a separate and independent service staff.

PART C - THE CONCLUSIONS

XXII. FINDINGS OF THE SERVE PROJECT

The goal of SERVE, initially and throughout the demonstration project, was "to create a useful and satisfying role for the older adult as a volunteer providing needed and helpful service in community agencies" and to achieve this primarily by the use of group methods.

Twenty-seven community agencies received service from 642 volunteers, substantially more than the 400 projected at the outset. SERVE has continued uninterrupted under CSS auspices since the expiration of the demonstration period and is still growing on Staten Island where it began. Concurrently, it is spreading to other localities in New York State, and has been used as a prototype for the recently enacted federal RSVP program of volunteer service by older adults.

SERVE has demonstrated that volunteerism represents one important approach to meeting some of the common problems of aging. The SERVE program has also proven to be of great value to the placement agencies and to the community.

The final chapters of this report present general findings growing out of SERVE experience; specific guidelines for recruitment, placement, training, and retention; and a series of broad recommendations for implementation. Implicit are suggestions for the development of SERVE-type programs in other localities.

SERVE

Findings

. . . The SERVE project clearly shows that older persons are willing and able to volunteer on a regular basis if agency needs are real and apparent, if appropriate volunteer assignments are available, if transportation is provided, and if staff leadership is present on an ongoing basis.

. . . Qualified full-time staff is essential for the development and continued conduct of a community-wide SERVE program. The staff complement need not be large, nor need staff members be professionally trained, but their maturity, sound judgment, sense of community interrelationships as well as their warmth and concern for the older person are indispensable. What is important is a qualified, full-time, flexible staff working as a team that can respond quickly and decisively to the changing needs of the program. SERVE on Staten Island could not have developed at all nor would it have expanded to the extent it did without the competence and continuous presence of SERVE staff.

. . . SERVE experience has demonstrated that non-traditional volunteers of low socioeconomic status who have never volunteered before can be recruited and retained in a volunteer program by older persons. These individuals have proven to be reliable, responsible and enthusiastic volunteers with as high or higher a rate of retention as their middle class counterparts. This group represents a hitherto untapped manpower resource for volunteer service in communities across the nation.

. . . Persons well past the age of retirement--in their seventies--not only volunteered to serve but had excellent attendance and a high retention rate. The research data documented that it was the oldest SERVE volunteers who undertook the largest number of assignments and contributed the greatest number of hours of service. The youngest--55 to 64 years--had the lowest retention rate. Hence, special efforts should be made to reach the older age group and involve them in volunteer service.

. . . Most of the SERVE volunteers functioned consistently and well despite health difficulties or limitations, thus challenging the stereotype that the elderly are not desirable as volunteers because of health problems which generally accompany old age. They functioned well even though health difficulties were the main reason given by those who dropped out of the program.

. . . Volunteer service as understood in the SERVE program on Staten Island referred to volunteers who were willing to give regular, year-round, weekly or bi-weekly service to an agency or program in the community. Experience underscored that this concept was both appropriate and necessary if a new and significant role was to be created for the older volunteer.

. . . The major reasons for volunteering and for remaining in the program as stated by the volunteers were their need for social contacts and their need to find a useful and satisfying instrumental role. The meeting of these needs was a significant factor in retention.

. . . The group approach to every aspect of the SERVE program--recruitment, placement, training and retention--proved to be productive for volunteers, placement agencies and the total SERVE program. The presence of a group provided the volunteers with peer support in the work setting and with the social contact and opportunities for friendship which so many older persons need. This structure also made it possible to attract and retain the unaffiliated, isolated individual who had particular need for these supports. In addition, the group approach was efficient and time-saving, permitting the agencies to concentrate supervision on one day of the week and allowing a small SERVE staff complement to develop programs in many agencies.

. . . Although the primary emphasis of the project was to meet the needs and interests of older persons, important benefits accrued to the placement agencies through the strengthening and expansion of their programs and in their improved image in the community. The volunteers in the SERVE program were regular and dependable in their attendance, committed and loyal to the agency, proud of their accomplishments, and enthusiastic in their interpretation of the agency to others.

. . . Contrary to general belief and practice, SERVE findings show that recruitment should not be the first step in the development of a volunteer program. The sequence found to be productive in the SERVE program on Staten Island was selection of the placement agency and development of assignments, followed by recruitment and ongoing in-service training.

. . . SERVE demonstrated that the expectation of rapid recruitment of large numbers of older volunteers was unrealistic. A program of volunteer service requires step-by-step development over a period of time and grows out of a personal rather than a mass appeal.

. . . A primary reason for the successful recruitment and retention of older volunteers in the SERVE program--particularly those of lower socioeconomic status--was the development of assignments appropriate to their background, experience and life-style.

SERVE

. . . It was found that there were not as many assignment opportunities readily available for all those who might wish to serve as is generally assumed. This is true for volunteers of all age groups but it applies particularly to older volunteers. As a result, SERVE staff worked continuously with agencies to uncover new ways in which volunteers could be used productively.

. . . The SERVE volunteer group showed a higher proportion of role lacks or losses than did the general population in this age group on Staten Island. Yet, contrary to expectations, their morale and satisfaction were better than those of a group of non-volunteers. The difference is attributed to participation in the program.

. . . Public recognition from the broader community proved to be important to all volunteers and particularly to those from lower socioeconomic levels. For many of the volunteers this kind of community recognition and status was a form of remuneration for it represented to them the value that society placed upon the services they had rendered.

. . . The SERVE program underscored that the provision of a bus, car or taxi for group transportation was essential in a volunteer program by older persons because of the inaccessibility of many agencies, the time and difficulty in reaching other agencies, the lack of convenient transportation, and the diminishing strengths of older persons. These problems usually cannot be solved by simple reimbursement of carfare.

. . . SERVE developed a new and clearly defined role and image of the older person as a community service volunteer. The assumption of this role both increased the self-esteem of the volunteer and brought recognition and respect from the broader community.

XXIII. GUIDELINES ON RECRUITMENT, PLACEMENT, TRAINING AND RETENTION

The project proposal submitted to the Administration on Aging in August 1966 stated that one of its major objectives was to develop and define techniques of recruitment, placement, training and retention.

Specific guidelines on each of these component parts of the SERVE project have evolved out of experience during the three-year demonstration period. These are presented in the belief that they will be useful to other communities interested in creating volunteer service programs by older persons.

Recruitment Guidelines

. . . Direct recruitment should be preceded by an assurance of community receptivity, the selection of a placement agency and the development of a variety of specific assignment opportunities within that agency, as well as the establishment of a relationship with the network of individuals and groups that has access to and influence upon the older person.

. . . Recruitment must be based upon reaching-out techniques, and a willingness to go out to the neighborhoods where older persons live and meet. Older persons are not likely to take the initiative and come to a central office to apply for the opportunity to serve.

. . . Recruitment is most effective when conducted by direct person-to-person contact with the potential volunteer. The use of mass media and community-wide publicity campaigns though conducive to creating and sustaining community understanding of the SERVE program seldom bring about immediate direct recruitment of an individual older volunteer.

. . . Recruitment of older persons is more productive when it is related to one selected agency and to the choice of visible assignments within that agency, rather than to volunteerism in general.

. . . Recruitment efforts should be focused on attempts to form a group of SERVE volunteers rather than to recruit and place single individuals. The opportunity to participate as a volunteer with others is encouraging to the older person who becomes more confident and interested when he sees that a group--large or small--will serve at one time and that he will be a welcome part of it.

. . . Opportunity should be afforded to the potential volunteer to see an agency and its needs before he is asked to make a commitment to volunteer. The most effective approach to the establishment of new SERVE groups has been the use of a series of recruitment techniques, culminating in the "Tour-and-See" visit of the agency or institution.

. . . The entire process of direct recruitment should move quickly so that the interest and enthusiasm of the prospective volunteers are captured at their height and not given an opportunity to dissipate.

. . . Recruitment activities must be ongoing and continuous in order to establish new groups, to expand already existing groups, and to maintain a high level of participation.

. . . The enthusiasm, interest and experience of the volunteers, once strong SERVE groups have been formed, can be utilized effectively as recruiting agents.

SERVE

Placement Guidelines

In selecting a placement agency appropriate for a SERVE-type program, the following are important criteria:

. . . There must be some appreciation of the value and potential of a volunteer program by older persons before the placement agency undertakes a SERVE program. Support from three levels of staff is necessary: the administration, the volunteer director or staff assigned this responsibility, and line staff with whom the volunteers will be working.

. . . An agency staff member should be assigned to carry responsibility for the coordination and overall supervision of the program, and to work cooperatively with SERVE staff. Such staff should be available with some regularity for orientation and in-service training of the volunteers in the work setting and at the weekly group meetings.

. . . There should be the readiness and ability to use the services of a number of regularly assigned persons on one selected day of the week.

. . . Volunteers should never displace staff members. This policy may require interpretation to agency staff prior to the arrival of the volunteers and, if necessary, reinforcement by interpretation to volunteers.

. . . Two factors--the potential volunteer's needs and the agency's needs--must be kept in constant balance. Individual opportunities should be developed which while representing real tasks and reflecting agency needs also fit the interest and skills of available volunteers.

. . . In agencies where the major need is for one-to-one relationships between volunteers and patients or residents, there should be a willingness to offer assignments initially which will facilitate exposure to the agency and permit volunteers to come into contact with patients informally rather than confined to a direct one-to-one assignment.

. . . An assessment should be made of the availability of a meeting room in which the volunteers can hold group sessions and have lunch, if they are at work at that time.

. . . An agency should encourage expansion of its SERVE program either by absorbing more volunteers on the specific day originally selected or by adding another group on a second day of each week.

Training Guidelines

. . . One and the same training program cannot and should not be applied to all SERVE programs. Although a number of essential factors should always be included, each training program should be adapted to the needs of the placement agency, the kind of assignments available, the size of the volunteer group, the interests and characteristics of its members, and the time commitment of the director of volunteers.

. . . Volunteers should start on their jobs as soon as possible, with training to follow rather than precede placement. General orientation should be provided to all volunteers prior to placement, but formal pre-service training should be given only in those situations in which detailed information about the assignment is necessary in order to get started on the job.

. . . Training should be on the job and continuous, and related initially to a specific job assignment within a specific agency. As each SERVE program progresses, training should be broadened beyond the specific job assignment to include information about the total agency and discussion of issues of significance to older persons, the agency, and the community.

. . . On-the-job supervision and guidance by the unit supervisor (line staff) are essential in order to foster the interests and skills of the volunteer, to provide him with the necessary information about his job assignment, and to motivate his continued participation.

. . . The group approach to training is particularly well suited to the older person, and is also of benefit to the placement agency because it is an efficient use of supervisory time.

. . . Training should be the joint responsibility of the volunteer director of the placement agency and SERVE staff.

. . . The provision of lunch is an added feature which is important to the volunteer if he works beyond the lunch hour. It is of social as well as nutritional value to older persons and provides a sense of fellowship.

. . . An intensive Training Institute for the SERVE volunteers in several agencies not only strengthens in-service training within the single agency setting but also broadens the knowledge and understanding of the volunteers. The Institute, which in many ways substitutes for the pre-training required by many volunteer programs, should take place at a time when the older person has already been active and is, therefore, more interested in and responsive to absorbing additional information.

Retention Guidelines

. . . Retention activities are essential and should be seen as an ongoing process permeating the entire program.

. . . An important retention factor is the group approach which provides individual volunteers with an opportunity for the social interchange and mutual support that most older persons want and need--particularly the more isolated and those of lower socioeconomic status.

. . . Assignments which are obviously needed and useful and expectation of regular attendance are of key importance in stimulating the continued interest and enthusiasm of the volunteers.

. . . Group transportation on a regular ongoing basis is essential. It is the actual provision of transportation rather than reimbursement for carfare which makes it possible for older persons to go to their respective agencies week in and week out.

. . . The attitude of SERVE and agency staff in making the volunteer feel welcome and wanted and in viewing him as a person as well as a giver of service is an important aspect of retention.

. . . Recognition by staff and community officials of the individual volunteer and the total SERVE program serves to raise the volunteer in his own self-esteem and in the eyes of his family, friends and neighbors. This, in turn, helps to develop the sense of satisfaction and pride which forms the basis of successful retention.

. . . Identification of the older volunteer with the total SERVE program as well as with his specific placement agency should be encouraged. The SERVE Training Institute fosters this identification in a most effective fashion. The opportunity that SERVE offers for broad and multiple identifications represents another stimulus toward continued participation in the program.

XXIV. BROAD RECOMMENDATIONS FOR NATIONWIDE UTILIZATION OF OLDER VOLUNTEERS

SERVE has demonstrated that through giving volunteer service to the community the older person gains new satisfaction, dignity and self-esteem while helping to meet previously unfilled community needs. The success of the demonstration project on Staten Island has led to its continuance there, to the spread of the SERVE idea to other communities in New York State, and to the introduction of the federal legislation establishing the Retired Senior Volunteer Program (RSVP).

In the two preceding chapters recommendations are given as to the methods and principles which have proved to be useful and productive in the actual conduct of volunteer programs by older persons on a local community level.

The broad recommendations which follow outline those national, state, and local efforts which should be undertaken to stimulate the establishment of SERVE-type volunteer service programs in all states and localities.

Based on SERVE's experience, the Committee on Aging of the Community Service Society of New York strongly recommends that high priority be placed on enabling older persons throughout the nation to give volunteer service to their communities, and that both the public and the voluntary sectors marshal their efforts and resources to achieve this aim.

Specifically, it is recommended that:

. . . The White House Conference on Aging, to be held in Washington, D.C., in November 1971, should recognize and adopt as a national policy the responsibility of society to provide older Americans with a wide choice of retirement roles, including the opportunity to serve their communities as volunteers, and should ensure the implementation of this policy in the years ahead.

. . . The Administration on Aging, through its research and demonstration projects, its training programs, its information and public relations activities, and its relationship with state offices on aging, should continue to encourage widespread public understanding of the contribution which older persons can make to their communities. In addition, national organizations and agencies whose primary interest is in the field of aging, including those whose membership is composed solely of older persons, should use their prestige and influence to press for the adequate funding of older volunteer programs. These organizations, along with other national groups and service clubs interested in citizen participation, should adopt volunteer service programs by older persons as part of their national emphasis and effort.

. . . Future appropriations for the Retired Senior Volunteer Program (RSVP) should be increased to ensure that sufficient funds will be available for the thousands of communities across the nation which are interested in and would benefit from the service that can be given by older volunteers. As one of the federal volunteer programs in the new ACTION agency recently created by the President, RSVP focuses exclusively on the older citizen. It is essential that the special identity of RSVP be maintained and strengthened so that the elderly will not be subordinated to other age groups, and their experience and abilities will receive the recognition they deserve.

. . . The National Center for Voluntary Action, whose principal mission is to stimulate voluntary endeavors throughout the nation, should emphasize the role of *older* volunteers in community service and the valuable contribution their efforts would represent. Through a national education and information program, conferences and training seminars, and the provision of staff guidance and assistance, it should urge local voluntary action centers and volunteer bureaus to undertake older volunteer programs.

. . . Greater efforts should be made on every level--national, state, and local--to create a host of new volunteer opportunities for persons of all ages, both in agencies which traditionally have not used volunteers at all and in those which have not taken sufficient advantage of this vast manpower resource. Such efforts will inevitably result in the expansion of opportunities for *older* volunteers.

. . . Federal and state agencies should provide for the continued funding of demonstration projects which have proved their value. It is unrealistic to expect complete community takeover within a short-term demonstration period. Time is required to engender the necessary community commitment. Moreover, a tapering off period following the years of a demonstration grant is necessary to enable communities to marshal their financial resources on a more gradual basis. Even then, it is unlikely that any single community agency can undertake total fiscal responsibility, so that supplementary public funding on a long-term basis should be provided.

. . . State offices for aging and state departments responsible for programs and services for the older population should recognize the importance of volunteer service programs and should supply the necessary staff leadership to stimulate these on the local level. Consultation and guidance similar to that provided by the SERVE-in-New-York-State project should be made available on a permanent basis through expanded staff in state offices for the aging.

. . . Sponsorship for a SERVE-type program must be undertaken at the local level and responsibility for the conduct of such a program should be carried by a local agency with community-wide relations. Appropriate sponsors might include a city or county office for the aging, a council of social agencies, a local recreation department, a family service agency, a community mental health center, a model cities program, a council of older adult clubs, a volunteer bureau, a local center for voluntary action, a Junior League, a local chapter of a national service club or other suitable community organizations.

. . . In order to be effective, a local SERVE program should be structured as a separate unit of the sponsoring agency maintaining its own identity. Paid staff leadership is essential, as is provision for the transportation of volunteers and basic operational expenses.

. . . In those localities which are not ready or able to develop a community-wide SERVE-type program, individual placement agencies or individual older adult groups could utilize the SERVE principles and guidelines in order to develop and conduct an older volunteer program in a single agency. Although the basic SERVE goal is to establish a multi-faceted older volunteer program for the total community, the guidelines that have been developed can be adapted to fit the needs of small programs in single agencies.

. . . Senior centers should incorporate group volunteer programs conducted in outside community agencies as an integral part of their regular weekly activities. Staff should be provided to stimulate and supervise this kind of group activity just as it is provided for other programs of the senior center. A SERVE-type program of service to others would enrich the activities of the one-day-a-week club as well as the five-day-a-week center.

* * * * *

In conclusion, the need to create satisfying, useful, status-bringing social roles for the aged seems more urgent today than ever because of the rapid social changes which conspire unwittingly to cut off the older person from the world he knew.

A productive role for the elderly has been established by SERVE through a group approach to volunteer service which places primary emphasis on the needs and interests of older persons as individuals. This kind of program gives the older person the status and recognition that are so often lacking in the later years and creates a new image of the aging in the community. It provides an outlet for those who need it most, particularly those who do not have the money, background or social skills to create, without assistance, new roles for themselves to replace the ones they can no longer fulfill.

The time has come to place greater emphasis on service by older persons--service which adds meaning not only to their own lives but to the lives of those they seek to help. Our hope is that the SERVE program will encourage communities throughout the nation to open their doors to new and exciting volunteer opportunities for older persons everywhere.

APPENDIXES

APPENDIX A

Staten Island Community Chest & Council, Inc.
25 Hyatt Street, S. I. 10301

CSS - VOLUNTEER SERVICE SURVEY

Name of Organization______________________________

Address______________________ Telephone No.__________

Agency Executive______________________________

Do you now use any service volunteers? ____ If so, how many?__________

Any volunteers over 55 years of age?______ How many?__________

To what kinds of work are volunteers assigned?__________________

____

Who is responsible for the supervision of the volunteers?__________

____

How are most of your volunteers recruited?__________________

____

Do you need any volunteers at the present time?__________________

Can you list additional ways in which volunteers might be used?__________

____

In what way could a community volunteer program be most helpful to you?

Recruitment________ Training________ On-the-job supervision__________

Other ways______________________________

____

Comments______________________________

____

Signed______________________ Date__________________

APPENDIX B

SERVE

VOLUNTEER ASSIGNMENTS

as of

September 1969

In response to many requests, we have enumerated the specific assignments currently performed by the older volunteers in the SERVE project on Staten Island.

SERVE

WILLOWBROOK STATE SCHOOL

Every Monday - 9:15 a.m. - 1:45 p.m.
Every Tuesday - 10:00 a.m. - 3:00 p.m.
Every Thursday - 9:15 a.m. - 1:45 p.m.

Number of Volunteers			
Mon.	Tues.	Thurs.	
			Baby Buildings (in 6 areas)
23	-	21	Tender Loving Care and feeding. Playroom aides and feeding.
-	-	2	Sewing: Mending children's clothing.
			Occupational Therapy Rooms (in 5 buildings)
9	5	16	Prepare materials for patients' use; teach O.T. skills to residents; develop one-to-one relationship with residents while engaging in these activities.
			Sewing Rooms (in 3 buildings)
18	-	23	Sew new clothing and mend old clothing while working with residents.
			Storehouse
3	-	1	Repair jewelry and wrap gifts.
4	-	2	Stamp new clothing and supplies.
1	-	2	Fill supply orders for various buildings.
5	-	3	Salvage and replacements - "The Cut Ups."
1	-	-	Miscellaneous special projects.
			Repair Shop
4	-	5	Repair furniture, children's strollers, toys, equipment, and donated electrical appliances and sewing machines.
			Machine Shop
1	-	1	Utilize the special skills of a former machinist.
			Barber Shop
2	-	2	Teach residents how to cut hair.
			Special Classrooms
1	-	1	Activity leader for group of blind, retarded teen-agers.
			Men's and Women's Wards
1	-	2	Play piano to accompany residents in group singing and informal rhythm band activities.
			Administration Building
1	-	1	Clerical work and filing.
			Community Store
2	-	-	Take inventory, fill orders, wait on customer residents.
76	5	82	

SERVE

UNITED STATES PUBLIC HEALTH SERVICE HOSPITAL

Number of Volunteers	Every Wednesday - 9:15 a.m. - 2:00 p.m.
8	Central Supplies Prepare materials for sterilization.
3	Pharmacy Fill medication bottles, type and affix labels under supervision of pharmacist.
1	Outpatient Department Escort patients to gynecologist's office and help prepare patients for examination.
2	Typing.
2	Health Education Assistant Visit with diabetic patients; administer a course in care of the diabetic by use of closed-circuit T.V.; keep literature racks supplied.
1	Clerical Assistant Type medical records and reports for nursing supervisor.
1	Recovery Room Aide Assist nurses in recovery room.
1	Social Services Assistant Visit patients on wards and help them fill out necessary forms; supply information and assistance to them in relation to Social Security, housing, etc.
1	Orthopedic Ward Friendly visiting with long-term patients.
2	Recreation Area Assist recreation therapist in activities which she conducts for patients.
1	Operating Room Prepare special sponge dressings used in surgery.
23	* * * * *

ST. VINCENT'S HOSPITAL	Every Tuesday 1:00 p.m. - 3:00 p.m.
1	Reception desk
1	Gift shop
1	Typing
3	

SERVE

AMERICAN RED CROSS PROJECT

Number of Volunteers

Every Tuesday and Thursday - 9:30 a.m. - 11:30 a.m.
At Berry Houses Senior Center

41 Prepare bloodmobile kits for the American Red Cross for distribution in New York City; sew layettes, ditty bags and children's clothing for the same agency. Also sew new clothing for Willowbrook State School.

STAPLETON SENIOR CENTER FOLK DANCE GROUP

Every other Wednesday - 12:45 p.m. - 2:45 p.m.
At Willowbrook State School in gymnasium, auditorium and various residence buildings.

39 Demonstrate and teach folk dancing; provide dancing exercises for residents; friendly visiting with individual residents through folk dancing and musical activities.

STAPLETON MENDING-FOR-WILLOWBROOK GROUP

Every Wednesday, Thursday and Friday mornings
At Stapleton Senior Center

13 Meet in the sewing room of the Center on the designated days to mend and repair clothing belonging to the residents of Willowbrook State School.

MARINER'S HARBOR PROJECT

Every Thursday - 1:00 p.m. - 3:30 p.m.
At Mariner's Harbor Senior Center

35 Prepare scrapbooks, motivational, and educational materials, and make new clothes for Willowbrook State School; prepare occupational therapy materials for the U.S. Public Health Service Hospital.

"BUSY BEES" PROJECT

Every Friday - 8:00 p.m. - 10:00 p.m.

12 Knit, crochet and sew for Richmond Memorial Hospital, Sea View Hospital, Staten Island Hospital.

SERVE

READING VOLUNTEERS IN THE SCHOOLS

Number of Volunteers	Two mornings every week - 9:00 a.m. - 11:45 a.m.
	Reading volunteers work on a one-to-one basis with two or three selected children for 45 minute periods twice weekly. Ninety children, whose reading skills are at least two years below grade level are currently in the program in the seven schools listed below.
	Public Schools
1	P.S. #14
1	P.S. #27
1	P.S. #52
	Parochial Schools
8	Our Lady of Mt. Carmel - St. Benedict's
9	St. Joseph's
7	St. Teresa's
6	St. Michael's Home
33	

TELEPHONE-LINE-TO-THE-COMMUNITY

	Five days per week
	Call homebound persons who have been referred by the New York City Department of Social Services, local family service agencies, social service departments of hospitals and the Multiple Sclerosis Society.
6	Callers from West Brighton Senior Center.
13	Individual callers from home.
4	Multiple Sclerosis patients who have become SERVE volunteers and call other shut-ins, referred by social agencies.
23	

ST. MICHAEL'S HOME

	Every Friday - 3:00 p.m. - 6:00 p.m.
2	Friendly visiting with children after school; help with sewing activities.

SERVE

SEA VIEW HOSPITAL AND HOME

Number of Volunteers	Weekly or bi-weekly visits by various Church groups.
	Friendly visiting; escorting residents to religious services and participating in services with them; shopping for residents.
7	Churchwomen United Friendly Visitor Volunteers
10	Lutheran Church Volunteers
10	Christ Lutheran Church Volunteers
10	Messiah Lutheran Church Volunteers
7	Individual Volunteers
44	

EGER HOME

	Every Tuesday - 1:00 - 4:00 p.m.
15	Visiting Volunteers Volunteers work as friendly visitors and participate jointly with elderly residents as volunteers in community service projects such as: knitting for Willowbrook State School children; preparing materials for their Occupational Therapy Department; making comfort items and wearing apparel for Willowbrook and Sea View residents.
25	Resident Volunteers Work with visiting volunteers on community service projects mentioned above.
40	

MOUNT LORETTO - ST. ELIZABETH'S HOME

	Every Tuesday - 1:00 p.m. - 4:00 p.m. during summer months.
18	Friendly visiting with selected girls including Spanish-speaking youngsters who need help in maintaining their ability to read and speak their native language; lead arts and crafts activities and give individual reading help.

LAKEVIEW HOME - LOUISE WISE SERVICES

1	Person-to-person weekly visiting with selected unwed mothers-to-be.

SERVE

BOOK RESTORATION PROJECT

Number of Volunteers	Every Tuesday and Thursday - 10:00 a.m. - 12 NOON At the SERVE Office In cooperation with the New York Public Library, school libraries, and the Richmond Social Service Center of the New York City Department of Social Services.
12	Repair, sort and classify used library books for distribution to individual children who have no books of their own, through health and welfare agencies on Staten Island. Over 6000 books restored to date.

OFFICE VOLUNTEERS

	Prepare and check mailing lists; prepare literature and envelopes for mailing; record contributions; telephone and clerical assistance.
	American Cancer Society
13	Every Tuesday and Thursday - 10:30 a.m. - 2:30 p.m.
	Staten Island Community Chest & Council
5	One day per week, and additionally as needed.
	SERVE Office
6	Twice weekly for special activities.
	March of Dimes
4	Every Friday - 10:00 a.m. - 2:00 p.m.
	Multiple Sclerosis Society
7	Every Tuesday - 10:00 a.m. - 4:00 p.m.
	New York City Department of Health
1	Every Tuesday - 10:00 a.m. - 4:00 p.m. (also file x-rays and patient cards)
	American Red Cross
8	As needed during the months of the American Red Cross campaign.
44	

APPENDIX C

TELEPHONE-LINE-TO-THE COMMUNITY PROGRAM (TLC)

Outline for Orientation and Training

DEFINITION OF TLC PROGRAM

A regular telephone call made by a volunteer at a definite scheduled time to a homebound, isolated or handicapped person to provide companionship and a safety check.

THE EFFECT OF ISOLATION

The problems of isolation manifest themselves in one or more of the following ways:

a) Insecurity and fear of what might happen without anyone knowing;

b) Aloneness and separation from community which can result in a depressing loneliness, alienation and depersonalization;

c) Sense of rejection, unworthiness and self-recrimination, and a feeling of responsibility for one's own isolation, which can easily arise when no one comes to visit and no one telephones.

THE SIGNIFICANCE OF THE TLC PROGRAM

The loneliness of many isolated individuals creates the need for some kind of friendly contact. The TLC program aims to provide:

a) The human touch--conversation and a sense of security. A feeling that someone cares.

b) Communication and a way of "keeping in touch"--with the community and with the Department of Social Services, family agency, and other referral sources.

GOAL OF ORIENTATION AND TRAINING

To help the volunteer understand the role of the caller and to give him a sense of security in carrying out this role.

SCHEDULE FOR ORIENTATION AND TRAINING

1. First session--a two hour presentation of the effect of isolation, the goals and significance of the program, the responsibilities of the volunteer caller and the procedures to be followed.

2. In-service group training at regular periods following initiation of the program to review and exchange experiences, to deepen understanding, and to create a group consciousness among the volunteers.

CONTENT OF ORIENTATION AND TRAINING MEETINGS

1. The volunteer must first understand the role of the caller and the procedures to be followed:

    a) Companionship--the initial act of the caller is to identify himself and his reason for calling; to find areas of common interest; to set a time for future calls, etc.

    b) Security and Safety check--a secondary but very significant responsibility of the caller. It should not, however, be discussed in an obvious fashion with the person being called. The caller must listen carefully and be alert to problems, chronic or developing, to changes in moods, mental attitudes, health and living conditions.

    c) Record keeping--an ongoing and necessary part of the TLC program. The record includes date and hour of call, and a brief description of the conversation. Information related to the recipient of the calls should be noted, such as changes in health, attitudes, need for assistance, progress in relationship.

    d) What to do in case of emergency--when to call the SERVE office, the referral agency, or 911*.

    e) Confidentiality--all conversation about TLC telephone calls is to be confined to the group discussion meetings.

---

*The police emergency number in N.Y.C.

f) Limitations of regular service--the volunteers are not asked to make any home visits, run errands, shop or act as escorts to clinics or doctors. They are only asked to telephone. If any additional service is provided, it should be only after consultation with SERVE staff or the referral agency.

2. The names, addresses and telephone numbers are then given to the individual volunteer callers, with whatever information concerning the recipient of the call has been obtained either from the referral agency, or from the initial call already made by SERVE staff.

a) Normally, age, health status and general condition are noted, as well as whether the recipient is living alone or with family.

Example: If Mrs. A has difficulty walking, ample time must be allowed for her to reach the phone.

b) In addition, there is general discussion as to how to deal with varied situations.

Examples: If Mrs. B is a chronic complainer, the caller should listen very carefully until he is sure that there is nothing new or pressing before trying to divert her attention from her complaints; if Mr. C is depressed from being alone day after day, what are the signs and signals to be watched for? If Mrs. D's refrigerator is not working any more, how does she get help?

Role playing minimizes the strain of the initial call. New volunteers develop insights rapidly by listening to experienced volunteers make their calls.

APPENDIX D

THIRD ANNUAL

SERVE VOLUNTEER TRAINING INSTITUTE

September 23-25, 1969

at

The Stevensville, Swan Lake, N. Y.

"THE OLDER PERSON - A RESOURCE AND AN OPPORTUNITY IN THE COMMUNITY"

SERVE
Serve and Enrich Retirement by Volunteer Experience

SERVE is the volunteer project on Staten Island conducted by the Community Service Society of New York. It is funded by the Administration on Aging of the U.S. Department of Health, Education, and Welfare, CSS and private foundations and individuals. The Annual SERVE Volunteer Training Institute is wholly funded by the Community Service Society.

SERVE

PROGRAM

TUESDAY, SEPTEMBER 23

12:30 p.m. Lunch

3:00-4:30 p.m. Opening Meeting

Welcome: Mrs. Janet Sainer
Project Director, SERVE

WHO WE ARE--AND WHERE WE SERVE

Moderators: Mrs. Anne Reisch and
Mrs. Pollyanne Normann
Community Relations Workers, SERVE

Volunteer Representatives:

- American Red Cross
- Book Restoration Project
- Eger Lutheran Home
- Mount Loretto-St. Elizabeth's
- Office Volunteers -
  - . American Cancer Society
  - . March of Dimes
  - . National Multiple Sclerosis Society
  - . New York City Department of Health
  - . Staten Island Community Chest and Council
  - . SERVE
- School Volunteers
- Sea View Hospital and Home
- St. Vincent's Medical Center
- St. Michael's Home
- Telephone-Line-to-the-Community
- SERVE-in-Manhattan -
  - . Gouverneur State School
  - . The Multiple Sclerosis Telephone Program
- U.S. Public Health Service Hospital
- Willowbrook State School Programs -
  - . Monday, Tuesday and Thursday Groups
  - . Stapleton Senior Center Folk Dance Group
  - . Mariner's Harbor Project
  - . Stapleton Mending-for-Willowbrook Group

A LOOK AHEAD TO 1970

Guest Speaker: Mr. William C. Fitch, Executive Director
The National Council on the Aging

4:30-6:30 p.m. Free Time

PROGRAM

TUESDAY, SEPTEMBER 23

6:30-9:00 p.m.	Dinner Meeting
Chairman:	Mr. Arthur Garson, Chairman Committee on Aging, Community Service Society
	THE CITY - OPPORTUNITY OR DEAD END
Speaker:	Dr. James G. Emerson, Jr., General Director Community Service Society
	RSVP--A NEW NATIONAL PROGRAM FOR OLDER VOLUNTEERS
Guest of Honor:	Congressman Ogden R. Reid
9:00 p.m.	Folk Dancing

WEDNESDAY, SEPTEMBER 24

8:00 a.m.	Breakfast
9:30-11:45 a.m.	Morning Meeting
Chairman:	Mrs. Jean Wallace Carey Staff Associate for Aging, Community Service Society
	NEW AND DIFFERENT OPPORTUNITIES FOR VOLUNTEERS
Guest Speaker:	Mr. Willis W. Atwell, Deputy Commissioner Administration on Aging Social and Rehabilitation Service U.S. Department of Health, Education, and Welfare Washington, D.C.
	GUIDELINES FOR DEVELOPING SERVE IN OTHER COMMUNITIES The volunteers give their viewpoints about their own experience and how it might be applicable to other communities. CONCURRENT DISCUSSION GROUPS
Discussion Leaders:	Mrs. Lora Buckingham, Program Specialist National Retired Teachers Association-- American Association of Retired Persons Washington, D.C.

PROGRAM

WEDNESDAY, SEPTEMBER 24

Discussion Leaders:	Mr. M. Gene Handelsman, Director Foster Grandparent Program Administration on Aging Social and Rehabilitation Service U.S. Department of Health, Education, and Welfare Washington, D.C.
	Mrs. Jeanne Halevy Volunteer Liaison Caseworker Older Persons Service, Community Service Society
	Mr. Alfred Larsen, Program Specialist Foster Grandparent Program Administration on Aging Social and Rehabilitation Service U.S. Department of Health, Education, and Welfare Washington, D.C.
	Mrs. Louis Melchior Chairman, SERVE-in-Westchester Committee Board Member of Volunteer Service Bureau, Inc. of Westchester
	Miss Donna M. Rosenthal, Field Representative New York State Office for the Aging
12:30 p.m.	Lunch
2:00-3:30 p.m.	Afternoon Meeting
	REPORTS AND REACTIONS--FROM DISCUSSION GROUPS
Chairman:	Miss Eleonor Morris Associate Regional Commissioner for Aging U.S. Department of Health, Education, and Welfare
Participants:	SERVE Volunteer Reporters
	Discussion Leaders
	Resource Consultants - Mr. Louis Berman, Supervisor Richmond Senior Centers Division of Senior Centers New York City Department of Social Services

PROGRAM

WEDNESDAY, SEPTEMBER 24

Participants:	Resource Consultants - . Mr. Chandler Bliss, Assistant Director of Volunteer Services New York State Department of Mental Hygiene Albany, New York . Mrs. Elizabeth A. Hammond, R.N., Coordinator of Volunteer Services, Willowbrook State School . Mrs. Martha Sloan, Representative from the U.S. Department of Labor to the National Program for Voluntary Action, Office of Voluntary Action Washington, D.C.
3:30-6:30 p.m.	Free Time
6:30-8:30 p.m.	Dinner Meeting
Chairman:	Mr. Garson Meyer, Chairman, Advisory Committee New York State Office for the Aging
	SERVE IN OTHER STATE SCHOOLS
Guest Speaker:	Mrs. Harriet H. Naylor Director of Volunteer Services New York State Department of Mental Hygiene
	SERVE GOES STATEWIDE
Guest Speaker:	Mr. James J. O'Malley, Deputy Director New York State Office for the Aging
8:30 p.m.	Music, Singing and Dancing

SERVE

PROGRAM

THURSDAY, SEPTEMBER 25

8:00-9:45 a.m.	Breakfast Meeting
Chairman:	Mrs. Anne Reisch Community Relations Worker, SERVE
	NEXT STEPS FOR SERVE
Guest Speaker:	Miss Ollie A. Randall Consultant, Ford Foundation Board Member, National Council on the Aging Member, Advisory Committee, N.Y.S. Office for the Aging
11:00 a.m.	Farewell and Departure

APPENDIX E

GUIDELINES FOR DEVELOPING SERVE IN OTHER COMMUNITIES

Some Suggested Questions for Discussion Leaders

The purpose of the Discussion Groups at the Third Annual SERVE Volunteer Training Institute is to get the volunteers' ideas on the best ways of developing older volunteer programs in other communities. Under the guidance of Discussion Leaders, the volunteers are to examine their own experience and give their viewpoints as to what might be applicable elsewhere. Each group will concentrate discussion on one of the three topics as assigned.

The Stevensville, Swan Lake, New York
September 24, 1969

COMMUNITY SERVICE SOCIETY
105 E. 22nd St., New York, N.Y. 10010

SERVE

Recruitment

1. What do you think are the best ways to publicize and attract older people to a volunteer recruitment program? (Newspapers, radio, meetings, parties, the invitation of a friend, one-to-one recruiting).

2. How would you interest others in joining a volunteer program? What would *you* tell them that might convince them to volunteer?

3. Many people have heard about SERVE at recruitment meetings, tours, from friends, etcetera. Why is it that some respond and join up and others do not? What are some of the reasons that these "others" give for not wanting to participate?

4. What do you think of a "tour" of an agency? Did it help you decide to be a volunteer? Did it help you decide what job you wanted to do? What about an "open house"?

5. From your own experience do you think it is necessary to help older people to get to their placement agencies by providing group transportation? Do you think it would be better to provide carfare and have each one come on his own by public transportation? Why? What would happen to the program if transportation could not be provided?

6. Have you ever used the SERVE Newsletters or articles about SERVE in the Staten Island Advance to interest others in volunteering? If so, have they been helpful and in what way?

7. Have the church leaders, community leaders, officers of clubs, etc., to which you belong, encouraged you and other members to participate in SERVE programs? If yes, how? If not, why not?

8. Have most people joined up immediately after first hearing about SERVE or did they wait to make their decision? If they waited, what finally made them join?

9. Did the opportunity to be a member of a SERVE group have anything to do with your decision to volunteer? In what way? Why? Would you have been just as willing to volunteer if you were given an individual assignment and were not part of your own SERVE group or the total SERVE program?

10. What other recruitment ideas do you have to interest more older people in volunteering?

Placement and Training

1. What kinds of volunteer jobs are most appealing to volunteers? Is it something that's easy to do? Something they can do with other volunteers? Something where they can be of direct help to a patient? Something where the need is most obvious? Something new and different?

2. Do you think that having a choice of volunteer placements is good, or do you think a volunteer should accept whatever assignment he is given?

3. What do you think are some of the best ways to find out what a potential volunteer would like to do?

4. Not all people get along with each other. If you and your supervisor at the agency didn't get along, would you still continue in your assignment--ask for a new place to work--or not come back? Why? How important is it to the volunteer that he like his supervisor at the institution or agency?

5. In what ways have paid staff members who work with you in the agency, shown that they appreciate your efforts as volunteers? Do you feel useful in your job or do you feel that you are in the way? How? Why? Has the paid staff ever given any indication that they resent the volunteers or wish they weren't there? How?

6. Are you doing the job that you like best to do? If not, have you felt free to ask for a change? Why not?

7. Does a particular kind of agency attract you? What age group do you think older persons prefer to work with? Or doesn't it make any difference?

8. What can volunteers learn from listening to each other's experiences in a group meeting?

9. Do you think it is best to tell the volunteers exactly what their duties are before they begin, or is it better for them to learn "on the job"? Why?

10. How important is it for the volunteer to know about the purpose of the institution or agency where he works or how his work is being used? What are some ways that you found worthwhile in helping you to learn more about the agency? (Films, speakers, visits to similar programs, printed material)

11. What are the advantages and disadvantages in having a SERVE staff member at group meetings of volunteers? Agency staff members?

12. For those of you who work in individual assignments and do not have the opportunity of weekly group meetings, what are some of the ways that you have been given a feeling of being part of the larger SERVE group? When you have a problem what do you do?

13. Would it have been easier for you if you had had more information before beginning your volunteer work? Why? What else would have been useful?

Retention--and the SERVE Group

1. If you were in charge of a volunteer program, what are some of the things you would do to keep your volunteers coming and happy in their jobs?

2. Many of you have been SERVE volunteers for more than a year--some for two years and some for three years--and during this time some volunteers have dropped out. What were some of their reasons for not remaining?

3. Many have stayed on and enjoyed it. Why? What has happened to you as a result of your SERVE activities that you never anticipated when you first volunteered? Have you gotten out of volunteering what you thought you would? (More, less, something unforeseen)

4. Has volunteering and being a part of SERVE made a difference in the way you live and the things you do? What does your family think about your SERVE activities? Have you become more involved in other activities and with other people since becoming a volunteer?

5. The SERVE office keeps very careful records of the number of hours given by each SERVE volunteer. So do many of the volunteers. Why is this important to the volunteers?

6. How significant are awards--such as pins, certificates and ribbons? What do they mean to you?

7. What is the reaction of people in the community when they see your SERVE pin or ribbon, or learn that you are a SERVE volunteer? What is their attitude toward SERVE? What are some of the positive or negative things they say? How have you corrected any misunderstandings they might have?

8. How important do you really think a Tribute Day is? Why? What about newspaper and magazine stories? Do these help to keep volunteers interested in what they are accomplishing?

9. Of how much value to you are the visits of dignitaries to the SERVE Special Annual Events and to see SERVE "in action"?

10. Do you think that being part of a group of volunteers makes volunteering more appealing, especially to retirement age people? Is this one of the reasons why so many SERVE volunteers have stayed with the program? Might it have been different otherwise? In what ways?

11. How important is it to you that the agency expects you to come at a specific time each week to carry out a specific job?

12. There must have been some occasions during your volunteer days when you were dissatisfied with something, and perhaps ready to "quit." How did you solve the problem?

13. How has the SERVE staff been most helpful to you? In what ways have they helped make the program successful? What should we tell other communities when they ask us if a SERVE staff member is needed? In what ways was SERVE staff particularly needed when you first joined?

14. When SERVE first started three years ago at Willowbrook State School, many people said that it would be most difficult, if not impossible, to recruit older persons as volunteers for an institution for the mentally retarded. Yet today, almost half of the SERVE volunteers are giving service to Willowbrook and a large number of the original 22 volunteers are still active. What is it about the Willowbrook volunteer service program that has kept so many people so active for so long? Why do they like volunteering there? What can we learn from this that will encourage the interest of other people in other communities to do the same?

SERVE

APPENDIX F

SCHEDULES, CODING OF OPEN-ENDED MATERIAL (TABLE H), RANDOM TIME PROCEDURES

The Schedules

The schedules were of two kinds: one asked objective, factual data (the "basic information" schedule) and was given to all eligible volunteers and non-volunteers during the course of the demonstration program. The second type of schedule asked some factual data, but the majority of questions were subjective and attitudinal, and most were open-ended.

The numbers 1, 2 and 3 after a subjective question indicate their inclusion in the initial interview, follow-up interview with long-term volunteers, and/or non-volunteer interview, respectively (with some word or tense changes, if necessary, in order to fit the material to all three schedules).

While the majority of the questions are reported on in detail in the body of the report, some are not included because they did not discriminate, because the response material was not productive, or because they were not relevant to the main points in the chapters.

SERVE

OBJECTIVE QUESTIONS

1. Birthdate______________ Birthplace______________ Religion______________

2. What clubs, lodges, church groups, or other organizations do you belong to?

   ____

   ____

   Is there anything you used to belong to that you don't belong to now? What?

   ____

3. Are you (circle choice): Divorced; Separated; Widowed; Never Married;

   Married and living with Spouse. (For everything but "Never Married" ask)

   For how long?____

4. Do you live in (circle choice):

   An apartment in: A Project; An Apartment House; 2 Family House.

   A room in: An Apartment; A Rooming House; 1 Family House; 2 Family House.

   A private house.

   A residential home: For Aged; For Nurses; Other_________________________

   Other____

5. Do you (circle choice): Own; Rent; Other______________________________

6. Who else is in the household with you (circle choices):

   Spouse; Son; Daughter; Sister; Brother; Grandchildren; Son-in-law;

   Daughter-in-law; Live Alone; Other_______________________________________

7. Do you have any children? Yes_____ No_____ How many?_______________

   Where are they?____

   Do you have any grandchildren? Yes_____ No_____ How many?_____________

   Where are they?____

8. Do you have any hobbies or special skills, or are there any things that you are particularly interested in? Yes____ No____ What?________________

____

9. Have you ever done any volunteer work or civic work before this? (By this we mean anything you might have done, such as helping with voting, church, community chest, etc.) Yes____ No____

What did you do?________________________________

Anything else?________________________________

10. Have you ever worked for pay? Yes____ No____

What kind of work did you do the longest?____________________

____

How long?________________ When did you last work for pay?________

What kind of work were you doing when you retired?________________

____

11. Has your husband (wife) ever worked for pay? Yes____ No____

What kind of work did he (she) do the longest?________________

______________________________ How long?____________

When did he (she) last work for pay?________________________

What kind of work was he (she) doing when he (she) retired?____________

____

12. Did you ever go to school in the U.S.? Yes____ No____

How many grades did you complete?________________________

Did you ever go to school anywhere else? Yes____ Where____ No____

How many grades did you complete?________________________

13. Do you have any special health problems that you think might sometimes keep you from doing volunteer work? Yes____ No____ What?____________

SERVE

SUBJECTIVE QUESTIONS

Why did you decide to volunteer?	1
Do you expect this to be like other volunteer work you have done?	1
What are the differences?	1
What are the similarities?	1
Why is it, do you think, that some people volunteer and others do not? What is the difference between you and those who do not volunteer?	1, 3
Why don't you feel that way?	1
What do you suggest we do to get people interested in volunteering?	1, 3
How did you first hear about SERVE?	1, 3
Do you think you would have volunteered if others had not? Why?	1
Do you have any friends in the volunteer group? How many?	1, 2, 3
Did you know any of them before you volunteered? How many?	1, 2
Do you see any of your friends in the volunteers outside of group meetings? How many?	1, 2
How many of these did you already know?	1, 2
How do you feel about the group meetings? (What is their value?)	1, 2
Anything you particularly like or dislike about them?	2
How could they be improved?	2
Have you tried to get any other friends to volunteer? Why? Why not?	1, 2
How did you try to interest them?	2
Why didn't they want to volunteer?	2
Have any friends tried to get you to volunteer? How, for what reasons?	3
Concerning your health now, would you say it is: excellent, good, fair, poor, or very poor?	1, 2, 3

SERVE

During the past year, how often did you feel that what you did was useful to yourself or others?	1, 2, 3
Has anything unusually good or bad happened to you during the past year?	1, 2, 3
As regards your income and money situation, do you feel that you are: very comfortable with things as they are, or that you can just get by, or that you really need more money?	1, 2, 3
On the whole how well satisfied are you with the way you've spent your time during the last year or so: very satisfied, satisfied, neither, dissatisfied, very dissatisfied?	1, 2, 3
Do you think of yourself as: young, middle aged, elderly, old?	1, 2, 3
As compared to others your age, do you think your health is: much better, better, same, somewhat worse, much worse?	1, 2, 3
Taking everything together, how happy or contented with life would you say you've been during the past year: very happy, happy, mixed feelings, unhappy, very unhappy?	1, 2, 3
Have your friends influenced you to stay in the group?	1
What have you liked the most about volunteering? Why?	1, 2
What have you liked the least about volunteering? Why?	1, 2
What has made you continue to volunteer? What has kept you coming?	1, 2
Have you ever considered dropping out? Why? Why not?	2
Generally speaking, what has it meant to you to be a volunteer?	2
Has it had any good effects upon you? What are they?	2
Has it had any bad effects upon you? What are they?	2
What do you think your volunteering has meant to those you are helping?	2
What do you think it has meant to the place you are helping?	2
What is the place you are referring to?	2
Do you think your volunteering has or has not had an effect on the Staten Island community? In what way? What makes you think so?	2

SERVE

Do other people know you are a SERVE volunteer?	2
What do they think of it?	2
Do they think it has had any good or bad effects on you? What?	2
Do you think there is anything that SERVE could have done for you personally or for all the volunteers that it has not? What?	2
What do you think of the group itself?	2
About how many times during the past year did you see a doctor? What for?	2, 3
During the past year, did any health problems or sickness keep you from carrying on your regular work, or doing the things you usually do?	2, 3
What was the matter?	2, 3
In general, about how many friends do you have who live close enough that you can phone or visit or get together with fairly easily?	2, 3
How often are you on the phone with them?	2, 3
How often do you get together with them?	2, 3
How many relatives do you have who live close enough that you can phone or visit or get together with fairly easily?	2, 3
How often are you on the phone with them?	2, 3
How often do you get together with them?	2, 3
How do you feel about older persons doing volunteer work?	2, 3
What are the good or bad things about it?	2, 3
Thinking back to when you first heard about SERVE, have you read or heard about it since then? Where or from whom?	2, 3
How do you feel about, or what is your reaction to, the publicity and outside events concerning SERVE? For instance, stories in the newspaper, Institute at Holiday Hills, Tribute Day and the speakers, attendance pins, magazine articles?	2
What do you think these things mean to the volunteers?	2

SERVE

Assuming you had sufficient income so that you didn't have to worry about money, would you rather work at a paid job or do volunteer work? Why?	2, 3
Do you or your spouse need or want paid employment? Why?	2, 3
Have you or your spouse looked for any paid employment during the past year? Why?	2, 3
Why would (do) you and/or spouse like to work?	2, 3
Why do you think most older people work?	2, 3
Which do you think is better for older persons: working, volunteering, both or neither?	2, 3
If the government were planning jobs for older people, what kinds of jobs would be good for them?	2, 3
Do you think they should be part-time or full-time?	2, 3
Before you retired, when you were still working regularly, what gave you the most satisfaction about your job? List.	2, 3
What do you do with your time when not working or volunteering?	2, 3
Do you do any other volunteer work? How many hours per week?	2, 3
Compared to other people your age, do you think you are better off, worse off, or what? In what ways?	2, 3
What do you know about the SERVE program?	3
Can you tell me some of the reasons you decided not to volunteer for SERVE?	3
What do you think of the SERVE volunteers?	3
Do you think being a volunteer has had any good or bad effects on them? What?	3
Would you have volunteered for SERVE if other people you know had volunteered at the time you were contacted? Why?	3
What do you think the SERVE volunteers do?	3

DROP-OUT INTERVIEW (SUBJECTIVE)

Why have you stopped coming regularly? Anything else?

Was there anything you particularly liked or disliked about the program?

Why?

Anything else?

Is there anything you think we should do to improve it?

Anything else?

Do you have any friends in the volunteers?

Did you ever see them outside of the group meetings?

Would you ever consider doing volunteer work again under different circumstances?

Why? (Why not?)

Have there been any changes in your own circumstances that influenced you to stop coming regularly? (Give examples only if necessary: health, marital status, living arrangements, etc.)

Coding Open-Ended Questions: Table H

The purpose of a largely open-ended questionnaire was two-fold: to avoid the preconceptions that a highly structured interview might introduce into a relatively unknown area, and to minimize those emotionally charged questions which often, because of their unpleasantness to the respondent, interfere with his responses. Upon the completion of about 100 schedules, a content analysis was done on the appropriate items and Table H was constructed from the responses. The 28 categories of Table H, given below, were then used in coding most of the open-ended items.

For data-analysis purposes, these 28 categories were used singly, or grouped in various ways, depending on the need. The most frequently used grouping was that in which categories 01, 02, 03, 04, 26 and 28 were grouped to indicate needs or gratifications related to the stimulations of social contacts through SERVE activities, and that in which categories 07, 10, 12, 21, 22, 23 and 24 were grouped to indicate the needs or gratifications related to the productive instrumental role found in SERVE activity.

Category 08 was usually used singly as indicative of nonspecific, generalized gratification.

The remaining categories were usually reported on singly, except where used in construction of "covert" scores (see Appendix G).

SERVE

TABLE H

01 Is lonely (it alleviates loneliness); wants to meet people, wants to get out of isolation of own home.

02 Feels the work is therapeutic (mentally or physically); diverting, takes mind off self; thinks less about dying; it is helpful; gives exercise.

03 Has too much spare time (fills it); is bored; wants to keep busy; finds the work entertaining; work well occupies your time; gives something to look forward to; felt had to have something to do.

04 Wants to be more active or stimulated; to keep active; wants to learn new things or to have new experiences; wants to avoid stagnating; finds work challenging and stimulating; a way to keep the mind alert; wants to be involved in something interesting.

05 Gives incentive to take better care of self, dress better, et cetera.

06 Wants to gain (or does gain) personal satisfaction from the work experience; finds one or more aspects of it to be generally rewarding; inspiring, satisfying, or gratifying.

07 Felt the experience would be "useful" or a useful way to spend time; it's helpful to the patient or to the community in general; it's a substitute for work; it's a way to be productive, to do work; gets feeling of usefulness or worth, especially from being "part" of the institution and helping its personnel.

08 Feels the experience is generally "nice" or enjoyable; gets pleasure from it; it makes her happy; makes her feel good.

09 Feels personal obligation to help; would not want to drop out of something once started; feels personally involved.

10 Has general desire to alleviate people's sufferings; to help those less fortunate; this provides opportunity to do so; to aid those worse off than you.

11 Same as above (10) but with a religious context.

12 Has a general desire to do good; to do something worthwhile; this provides the opportunity to do so; was brought up to do good for people; wants to make people happy; to help others.

13 Same as above (12) but with a religious context.

14 Has desire to do good in a specific way, for personal reasons (e.g., has a retarded child so wants to help).

15 Likes the SERVE program in general (nice or enjoyable); gets pleasure from it.

16 Likes the SERVE personnel; enjoys her relationship with them; likes the way SERVE personnel are attentive to volunteer.

17 Likes the group leader, (not SERVE personnel) or the institution personnel, et cetera.

18 Way institution personnel feel towards their work and their patients.

19 Way institution personnel are attentive to volunteers.

20 Wants to (or does) feel needed; likes being needed by patients.

21 Believes that patients or institution appreciate her efforts or have benefited from them; would miss her; would be hurt if she left; know they enjoy themselves because of her efforts.

22 Enjoys the relationship with the patients, or with a particular patient; thinks others would too.

23 Feels the specific institution or placement (or its patients) need more help; she can supply some, would like to get others involved, too.

24 The work is more important to her than the group; doesn't need group pressure.

25 The group (at Senior Center or at placement site) is important to her and so she goes along with them, conforms, et cetera; wants to do what they do; is too shy or old to do this alone; needs to feel others are involved in what she is doing.

26 Likes the "group" closeness; enjoys the relationship with the volunteers; they all enjoy each other's company; companionship; bus ride, meeting; enjoys meeting other people.

27 Wants to be in a group having interests similar to hers.

28 Wants to be involved in a specific activity SERVE offers (e.g., dancing, being with children) or enjoys a specific activity we offer.

Random Time Analysis

The random time analysis procedures were utilized from those available in the FSAA manual,* in which specific random "moments" are listed. These "moments" are specific times picked randomly by a computer, and several different intensities of time analysis are available in the manual.

SERVE staff was subjected to a plan calling for three samplings on two days and four samplings every third day. Sampling times ran from approximately 8 a.m. to 11 p.m. The plan was tested for several weeks and begun in earnest on March 4, 1968, running for one year. During this period a specially trained staff member queried every staff member on activities during random moments. Alerted by an alarm clock, she asked each staff member what he was doing at the specific moment. However, if a staff member was out of the office, then he was later asked what he had been doing at that specific moment.

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*J.G. Hill, R. Ormsby, and W.B. McCurdy. Time Analysis Manual: Procedures for Time Analysis in Family Service Agencies. New York: Family Service Association of America, 1962.

APPENDIX G

COVERT SCORES, RETENTION SCORE, SOCIOECONOMIC STATUS INDEX

Covert Scores

So-called "covert" scores were developed from open-ended material coded according to Table H categories. They were called "covert" because they they were deemed to indicate the strength of certain covert, latent, responses. That is, if a respondent included the same theme as part of his response to a number of different kinds of questions, it was assumed that this might indicate a strong feeling, but one which was not necessarily obvious in any one question. Thus scores were developed, in the form of ratios, in order to quantify this material.

First the Table H material was categorized as follows:

	Table H Categories	Underlying Theme ("Covert" Score Area)
1.	01-05	Isolation
2.	06-08	Gratification re productive role
3.	09-14	Desire to do good and socio-emotional role
4.	15,16	Reactions to SERVE personnel
5.	17-19	Reactions to Institution personnel
6.	20-23	Relationship to those being served
7.	24,28	The specific activity or work role
8.	25-27	Relationship to the group

Then the computer searched each individual's complete set of responses, selected those that could have been coded with Table H (the denominator of the ratio) and noted the number of times a response was made in each of the eight specific score areas (the numerator of the ratio) and then computed a score for each individual in each of the eight areas. A very few were unproductive, but most produced a distribution of scores for the area and were then run against retention level. (See Appendix H.)

Retention Score

The score on a given individual's retention was how long (the number of months) he remained in the program, from first day worked to last day worked. The exception to this was certain specific cases such as those persons enrolled in a program which was discontinued by SERVE and who then were unable to fit into another aspect of the program. In these few cases a constant number of months (arrived at by averaging the average lapses of all participants) was added to the individual's length of retention to adjust his score.

Socioeconomic Status Index

The SES index contained the following five elements: type of occupation held longest by respondent and spouse; number of years of school completed for respondent and spouse; type of dwelling unit and how paid for.

Occupations were typed and weighted, adapting both the Department of Commerce and the Hollingshead classifications,* with slight variations according to sex of respondent. Education was weighted by referring to Census data and rating a volunteer's educational position according to the median for his age and sex group.

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*U.S. Bureau of the Census, 1950 Census of Population: Alphabetical Index of Occupation and Industries, Washington, D.C.: Department of Commerce, 1950; August B. Hollingshead, Two-Factor Index of Social Position, Yale University [1957], mimeographed.

Once the weights for the five elements were established, they were totaled to obtain the SES score for each respondent.

SERVE

APPENDIX H

STATISTICAL TABLES

TABLE 1--MEAN LENGTH OF RETENTION, IN MONTHS BY HOURS OF OVERTIME AND EXTENDED PLACEMENT

	Socioeconomic Status			
Extra Hours	Lower	Upper-Lower	Middle	Mean
None	20.9	23.1	21.9	22.0
1 - 12	21.0	22.7	24.9	22.9
13 - 84	21.9	22.4	15.7	20.0
85 - 1008	26.1	31.6	22.6	26.8
MEAN	22.5	25.0	21.3	

SES: $p < .10$

Hours of Overtime
and Extended Placement: $p < .05$

Interaction: Not significant

	Age			
Extra Hours	55-64 years	65-72 years	73 and over	Mean
None	18.5	23.1	23.0	21.5
1 - 12	21.6	23.9	19.6	21.7
13 - 84	22.4	21.9	19.3	21.2
85 - 1008	23.6	28.6	28.3	26.8
MEAN	21.5	24.4	22.6	

Age: Not significant

Hours of Overtime
and Extended Placement: $p < .05$

Interaction: Not significant

TABLE 2--MEAN LENGTH OF RETENTION, IN MONTHS
BY
RELIGION

	Socioeconomic Status			
Religion	Lower	Upper-Lower	Middle	Mean
Protestant	23.3	25.4	24.9	24.5
Roman Catholic	21.0	22.4	17.8	20.4
Jewish	24.7	25.6	24.9	25.1
MEAN	23.0	24.5	22.5	

SES: Not significant

Religion: $p < .10$

Interaction: Not significant

	Age			
Religion	55-64 years	65-72 years	73 and over	Mean
Protestant	22.2	27.0	21.6	23.6
Roman Catholic	18.7	21.4	21.8	20.6
Jewish	32.1	24.0	23.1	26.4
MEAN	24.3	24.1	22.2	

Age: Not significant

Religion: $p < .10$

Interaction: Not significant

TABLE 3--MEAN LENGTH OF RETENTION, IN MONTHS BY BIRTHPLACE

	Socioeconomic Status			
Birthplace	Lower	Upper-Lower	Middle	Mean
United States	22.2	25.6	22.1	23.3
Foreign	21.5	21.3	22.8	21.9
MEAN	21.8	23.4	22.4	

SES: Not significant

Birthplace: Not significant

Interaction: Not significant

	Age			
Birthplace	55-64 years	65-72 years	73 and over	Mean
United States	19.9	23.9	25.2	23.0
Foreign	22.2	23.2	18.6	21.3
MEAN	20.7	23.6	21.9	

Age: Not Significant

Birthplace: Not significant

Interaction: $p < .05$

TABLE 4--MEAN LENGTH OF RETENTION, IN MONTHS
BY
EDUCATION

Years of Education	Socioeconomic Status			
	Lower	Upper-Lower	Middle	Mean
1 - 7 years	21.5	22.2	18.7	20.8
8 years	23.0	26.7	26.9	25.5
9 - 11 years	21.1	20.9	23.4	21.8
12 years	23.8	23.0	18.4	21.7
13 - 20 years	13.4	30.8	21.6	21.9
MEAN	20.6	24.7	21.8	

SES: Not significant

Education: Not significant

Interaction: Not significant

Years of Education	Age			
	55-64 years	65-72 years	73 and over	Mean
1 - 7 years	19.3	23.3	20.4	21.0
8 years	24.5	26.0	25.2	25.2
9 - 11 years	21.5	21.4	22.8	21.9
12 years	16.9	22.2	22.9	20.7
13 - 20 years	17.6	25.1	25.2	22.6
MEAN	20.0	23.6	23.3	

Age: $p < .05$

Education: Not significant

Interaction: Not significant

TABLE 5--MEAN LENGTH OF RETENTION, IN MONTHS BY NUMBER OF PREVIOUS VOLUNTEER JOBS

	Socioeconomic Status			
Number of Volunteer Jobs	Lower	Upper-Lower	Middle	Mean
None	22.4	23.6	25.8	23.9
One	23.5	25.9	23.1	24.2
Two or more	16.5	22.0	18.6	19.0
MEAN	20.8	23.8	22.5	

SES: Not significant

Number of previous volunteer jobs: $p < .01$

Interaction: Not significant

	Age			
Number of Volunteer Jobs	55-64 years	65-72 years	73 and over	Mean
None	22.9	23.6	23.7	23.4
One	20.9	24.6	28.6	24.4
Two or more	16.4	22.9	17.1	18.8
MEAN	20.1	23.4	23.1	

Age $p < .10$

Number of previous volunteer jobs: Not significant

Interaction: Not significant

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TABLE 6--ISOLATION COVERT SCORES: PER CENT FOR EACH ROLE LOSS

Role Loss	Isolation Score None	Isolation Score Low	Isolation Score High
Marital status			
Widowed, separated, divorced	57.6	57.0	62.7
Never married	6.4	7.6	6.8
Married	36.0	35.4	30.5
N	125	144	118
Duration widowhood (or separation, divorce)			
1- 2 years	12.5	11.0	16.2
3-10 years	36.1	37.8	36.5
11+ years	50.0	50.0	44.6
Not Reported	1.4	1.2	1.4
N	72	82	74
Employment status			
Retired	73.6	81.9	83.0
Never worked	16.0	14.6	7.6
Working	8.0	2.8	9.3
Not Reported	2.4	.7	-
N	125	144	118
Length of time retired			
1- 2 years	16.3	18.6	22.4
3-10 years	33.7	39.8	40.8
11+ years	50.0	41.5	36.7
N	92	118	98
Children			
None	16.0	22.2	19.5
Some	84.0	77.1	79.7
Not Reported	-	.7	.8
N	125	144	118
Location Children			
Nearby	80.0	82.0	85.1
Other	20.0	18.0	14.9
N	105	111	94
Household Composition			
Live alone	38.4	45.8	44.1
Live with others only	24.0	18.1	22.9
Spouse and others	5.6	8.3	5.9
Spouse only	30.4	27.1	24.6
Other	1.6	.7	2.5
N	125	144	118

TABLE 7--MEAN LENGTH OF RETENTION, IN MONTHS
BY
MARITAL STATUS

	Socioeconomic Status			
Marital Status	Lower	Upper-Lower	Middle	Mean
Divorced; separated	22.9	26.2	12.2	20.4
Widowed	20.8	25.6	22.3	22.9
Never married	27.8	32.7	23.1	27.9
Married, lives with spouse	23.0	20.0	22.2	21.7
MEAN	23.6	26.1	20.0	

SES: Not significant

Marital status: $p < .10$

Interaction: $p < .10$

	Age			
Marital Status	55-64 years	65-72 years	73 and over	Mean
Divorced; separated; widowed	22.7	23.6	21.2	22.5
Never married	24.9	22.2	27.9	25.0
Married, lives with spouse	18.8	24.2	21.7	21.6
MEAN	22.1	23.3	23.6	

Age: Not significant

Marital status: Not significant

Interaction: Not significant

TABLE 8--MEAN LENGTH OF RETENTION, IN MONTHS
BY
LOCATION OF NEAREST CHILD

Location	Socioeconomic Status Lower	Upper-Lower	Middle	Mean
No child	24.4	26.7	21.9	24.3
Staten Island	21.7	23.4	21.4	22.2
Other	19.4	22.5	25.5	22.5
MEAN	21.8	24.2	22.9	

SES:	Not significant
Location of nearest child:	Not significant
Interaction:	Not significant

Location	Age 55-64 years	65-72 years	73 and over	Mean
No child	21.8	24.0	23.4	23.1
Staten Island	19.9	23.6	21.9	21.8
Other	21.0	24.0	21.2	22.1
MEAN	20.9	23.9	22.2	

Age:	Not significant
Location of nearest child:	Not significant
Interaction:	Not significant

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TABLE 9--MEAN LENGTH OF RETENTION, IN MONTHS
BY
HOUSEHOLD COMPOSITION

Household Composition	Socioeconomic Status Lower	 Upper-Lower	 Middle	 Mean
Lives alone	21.2	25.9	22.0	23.0
Lives with spouse only	23.0	21.2	22.6	22.7
Lives with spouse & others	23.0	15.3	20.8	19.7
Lives with others only	22.6	26.2	23.2	24.0
MEAN	22.4	22.2	22.2	

SES: Not significant

Household Composition: Not significant

Interaction: Not significant

Household Composition	Age 55-64 years	 65-72 years	 73 and over	 Mean
Lives alone	22.7	23.4	20.7	22.3
Lives with spouse only	19.5	24.2	22.7	22.1
Lives with spouse & others	17.3	24.6	7.4	16.4
Lives with others only	24.5	23.6	24.8	24.3
All others	14.2	24.8	16.0	18.3
MEAN	19.6	24.1	18.3	

Age: Not significant

Household Composition: Not significant

Interaction: Not significant

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TABLE 10--MEAN LENGTH OF RETENTION, IN MONTHS
BY
DURATION OF MARITAL STATUS

	Socioeconomic Status			
Duration	Lower	Upper-Lower	Middle	Mean
1 - 2 years	17.3	23.0	24.0	21.4
3 - 10 years	21.7	27.8	18.0	22.5
11 years and over	21.5	25.2	22.6	23.1
MEAN	20.2	25.3	21.5	

SES:	$p < .05$
Duration of marital status:	Not significant
Interaction:	Not significant

	Age			
Duration	55-64 years	65-72 years	73 and over	Mean
1 - 2 years	23.7	23.5	18.9	22.0
3 - 10 years	21.7	25.7	20.7	23.4
11 years and over	22.8	22.7	23.5	23.0
MEAN	22.7	24.0	21.0	

Age:	Not significant
Duration of marital status:	Not significant
Interaction:	Not significant

TABLE 11--MEAN LENGTH OF RETENTION, IN MONTHS
BY
HOW LONG RETIRED

Duration	Socioeconomic Status Lower	 Upper-Lower	 Middle	 Mean
Still working	23.4	27.2	21.8	24.1
1 - 2 years	20.1	19.9	21.8	20.6
3 - 10 years	22.8	24.6	21.6	23.0
11 - 16 years	24.4	24.8	25.3	24.8
17 years and over	20.4	23.0	20.9	21.4
MEAN	22.2	23.9	22.3	

SES: Not significant

How long retired: Not significant

Interaction: Not significant

Duration	Age 55-64 years	 65-72 years	 73 and over	 Mean
Still working	19.8	30.4	31.1	27.1
1 - 2 years	18.6	21.5	21.0	20.4
3 - 10 years	20.4	23.8	22.8	22.3
11 - 16 years	18.2	25.2	26.6	23.3
17 years and over	20.6	23.5	20.2	21.4
MEAN	19.5	24.9	24.3	

Age: $p < .05$

How long retired: $p < .10$

Interaction: Not significant

TABLE 12--MEAN LENGTH OF RETENTION, IN MONTHS
BY
WORK OR ACTIVITY--COVERT SCORES

Work or Activity	Socioeconomic Status Lower	 Upper-Lower	 Middle	 Mean
No score	20.9	22.3	22.5	21.9
Any positive value	27.2	27.0	25.3	26.5
MEAN	24.0	24.6	23.9	

SES Not significant

Work or activity: $p < .05$

Interaction: Not significant

Work or Activity	Age 55-64 years	 65-72 years	 73 and over	 Mean
No score	19.9	23.0	21.7	21.5
Any positive value	23.6	27.7	27.2	26.2
MEAN	21.8	25.5	24.4	

Age: $p < .05$

Work or activity: $p < .05$

Interaction: Not significant

TABLE 13--MEAN LENGTH OF RETENTION, IN MONTHS
BY
GRATIFICATION --COVERT SCORES

Gratification	Socioeconomic Status Lower	 Upper-Lower	 Middle	 Mean
No score	17.3	21.5	20.0	19.6
Any positive value	28.5	28.0	25.5	27.3
MEAN	22.9	24.8	22.8	

SES: Not significant

Gratification: $p < .05$

Interaction: $p < .10$

Gratification	Age 55-64 years	 65-72 years	 73 and over	 Mean
No score	18.9	21.4	17.8	19.4
Any positive value	23.8	28.0	29.0	26.9
MEAN	21.4	24.7	23.4	

Age: $p < .05$

Gratification: $p < .05$

Interaction: $p < .10$

TABLE 14--MEAN LENGTH OF RETENTION, IN MONTHS
BY
GROUP--COVERT SCORES

Group	Socioeconomic Status			
	Lower	Upper-Lower	Middle	Mean
No score	23.0	23.9	23.0	23.3
Any positive score	27.0	30.9	23.5	27.1
MEAN	25.0	27.4	23.2	

SES: $p < .10$

Group: $p < .05$

Interaction: Not significant

Group	Age			
	55-64 years	65-72 years	73 and over	Mean
No score	21.1	24.8	23.1	23.0
Any positive score	23.8	26.5	30.3	26.9
MEAN	22.4	25.6	26.7	

Age: $p < .05$

Group: $p < .05$

Interaction: Not significant

TABLE 15--MEAN LENGTH OF RETENTION, IN MONTHS BY INSTITUTION'S AND PATIENT'S NEEDS--COVERT SCORES

Needs	Socioeconomic Status Lower	Upper-Lower	Middle	Mean
No score	19.9	23.2	21.5	21.5
Any positive value	30.6	30.2	26.5	29.1
MEAN	25.2	26.7	24.0	

SES: Not significant

Needs: p < .05

Interaction: p < .10

Needs	Age 55-64 years	65-72 years	73 and over	Mean
No score	19.0	22.8	22.3	21.4
Any positive value	29.3	30.0	28.2	29.2
MEAN	24.2	26.4	25.2	

Age: Not significant

Needs: p < .05

Interaction: Not significant

TABLE 16--MEAN LENGTH OF RETENTION, IN MONTHS
BY
DO GOOD--COVERT SCORES

Do Good	Socioeconomic Status Lower	Upper-Lower	Middle	Mean
No score	26.4	27.4	23.8	25.9
Any positive score	20.3	23.1	22.6	22.0
MEAN	23.4	25.2	23.2	

SES: Not significant

Do good: $p < .05$

Interaction: Not significant

Do Good	Age 55-64 years	65-72 yea[illegible]	73 and over	Mean
No score	22.5	27.0	27.4	25.6
Any positive score	20.6	23.5	20.8	21.6
MEAN	21.6	25.2	24.1	

Age: $p < .05$

Do good: $p < .05$

Interaction: Not significant

TABLE 17--RETENTION LEVEL OF VOLUNTEERS 55 AND OVER, BY NUMBER OF HEALTH PROBLEMS PERCENTAGE DISTRIBUTION

Number of Health Problems	Low	Medium	High	Very High
None	47.2	54.4	67.3	60.3
One	30.2	33.3	23.5	27.6
Two or more	17.0	12.2	9.2	9.4
Not Reported	5.7	-	-	2.6
N	106	123	98	116

x^2: $p < .001$

TABLE 18--COMPARISONS ON DIFFERENT VARIABLES BETWEEN TOTAL GROUP, LONG-TERM, NON-VOLUNTEERS AND DROP-OUTS 55 AND OVER PERCENTAGE DISTRIBUTION

Variables	Total Group	Long-Term	Drop-Outs	Non-Volunteers
SES: Lowest	33.7	30.8	32.0	37.2
Lower	35.4	39.4	31.3	27.9
Middle	27.5	29.8	36.7	34.3
Female	84.6	79.8	83.3	80.2
Foreign born	39.8	35.6	36.9	36.0
Have children nearby (S.I.)[a]	64.4	59.6	68.0	68.6
Have no children	20.2	25.0	18.0	14.0
Religion: Roman Catholic	50.9	37.5	45.3	40.1
Protestant	41.4	51.9	47.3	45.9
Jewish	5.9	9.6	6.7	8.7
Education: 8 years or less	56.6	54.8	60.0	54.1
12 years or less	87.9	92.3	89.3	82.6
Separated/Widowed/Divorced[c]	58.6	56.7	58.7	46.5
Live in apartment in project	26.3	29.8	27.3	34.3
Live in a room	5.5	5.8	8.0	5.2
Live in private house	38.4	37.5	44.0	41.9
Own dwelling unit	37.6	35.6	42.0	39.5
Still working	6.5	5.8	10.7	9.9
Lives alone	43.8	41.3	43.3	36.6
Belongs to no groups currently[b]	21.0	11.5	16.7	22.7
N	505	104	150	172
Average number of current groups belong to	1.5	1.9	1.5	1.8
Average number of health problems	0.6	0.5	0.6	1.1
Average age	70.0	69.6	69.7	70.8

For x^2: Long-Term Volunteers vs. Non-Volunteers

a: $p < .001$

b: $p < .01$

c: $p < .10$

TABLE 19--PER CENT OF TIME CAME TO REGULAR ASSIGNMENT, BY TIME PERIOD, FOR ALL VOLUNTEERS INCLUDING THE DROP-OUTS PERCENTAGE DISTRIBUTION

Per cent of Time Came to Regularly Scheduled Sessions	Total Time from Date Registered to Project End 4-11 mos.	12-19 mos.	20-31 mos.	32+ mos.
.9000-.9999	9.4	13.0	8.2	6.0
.8000-.8999	13.2	9.8	16.3	6.0
.7000-.7999	15.1	11.4	20.4	16.4
.6000-.6999	16.0	10.6	14.3	9.5
.5000-.5999	8.5	13.0	5.1	12.9
.4000-.4999	8.5	10.6	7.1	10.3
.3000-.3999	10.4	8.1	11.2	8.6
.2000-.2999	8.5	10.6	6.1	11.2
.1000-.1999	7.5	7.3	7.1	9.5
.0000-.0999	2.8	5.7	4.1	9.5
N	106	123	98	116

TABLE 20--COMPARISON OF LONG-TERM VOLUNTEERS AND NON-VOLUNTEERS 55 AND OVER ON HEALTH-RELATED FACTORS
PERCENTAGE DISTRIBUTION

Factor	Long-Term Volunteers	Non-Volunteers
Was kept from doing regular work	16.4	47.1
Was not kept from doing regular work	83.6	52.9
How many times saw a doctor in past year:		
0	19.2	15.3
1	26.0	10.8
2	12.5	14.0
3 - 5	22.0	17.8
6 and over	18.3	37.6
Times hospitalized:		
0	90.4	75.2
1	2.9	5.1
2	2.0	8.6
3 and over	-	1.8
Length of hospitalization:		
1 - 14 days	1.0	.6
22 days or more	-	3.1
N	104	157

APPENDIX I

JOB DESCRIPTION
SERVE COMMUNITY RELATIONS WORKER

Basic Function

To work closely with the Project Director in formulating and developing the program goals and procedures for SERVE as a demonstration project; to share responsibility for implementing the specific steps necessary to effect the recruitment, placement, training and retention of volunteers.

Primary Responsibilities

Community Relations

1. To maintain contact with all levels of the Staten Island community; to gain its interest, cooperation and confidence, and to stimulate participation in project activities.
2. To interpret SERVE, its goals and objectives to: potential placement agencies (social, health and welfare agencies; educational, cultural and civic organizations); potential recruitment groups (senior centers, church groups, retiree organizations, etc.); indirect sources of recruitment (American Association of University Women, PTA's, Protestant Council, Staten Island Community Chest and Council).
3. To help prepare the SERVE Newsletter; to compile materials and information for the CSS Department of Public Relations and Support; to write articles and press releases for Staten Island newspapers; to develop interpretative materials for community leaders, civic and religious groups and potential volunteers for the purpose of

eliciting interest and participation in SERVE.

4. To work toward improving the image of the aging on Staten Island.

Recruitment

1. To plan and then implement group recruitment programs--such as neighborhood meetings, tours for potential volunteers, special functions, etc.
2. To develop techniques of recruiting unaffiliated individuals and to reach additional persons from new groups and organizations already participating in the SERVE program.
3. To meet formally and informally with local community groups, and to speak at meetings in order to interest their older members in the SERVE project and to determine the most suitable placement possibilities.

Placement

1. To help determine community needs for volunteers and the readiness of agencies to utilize older adults; to work continuously with the volunteer director and with other agency personnel to develop new volunteer opportunities; to be responsible for carrying out the specific procedures necessary to ensure the continuity of the program in each participating agency.
2. To interview potential volunteers; to determine appropriate placements and facilitate the introduction and adjustment of a new volunteer to the agency and his assignment; to interpret to supervisory personnel at the placement agencies the potentials and limitations of the volunteers; to coordinate the activities of the

SERVE volunteers in each of the participating agencies; to transfer a volunteer when necessary to a different assignment.

Orientation and Training

To help develop orientation and training programs for volunteers in participating agencies, and to conduct group training sessions at each agency independently or with agency staff. The group meetings should: develop a feeling of social identity through group association; provide moral support to the volunteers; expand their interest and encourage individual growth; foster community awareness and increase knowledge of community resources; present factual information related to the volunteers' assignments and to the total agency.

Retention

1. To develop a spirit of group identification within each assigned volunteer unit; to develop volunteer leadership; to be aware of the growth potential of each volunteer and encourage the volunteers to assume responsibilities consonant with their capabilities.
2. Through group and individual meetings, to evaluate the volunteers' effectiveness in, and satisfaction with, their placements.
3. To stimulate volunteers to continuous attendance and service; to ascertain reasons for absence, and to follow-up as appropriate.
4. To help develop an identification of the volunteers in each participating agency with the total SERVE program on Staten Island.

Additional Responsibilities

1. To assist the research specialist in reporting and recording data for the research phase of the project.
2. To plan and handle arrangements for all special events, such as Recruitment Week, Tribute Day, and the Volunteer Training Institute.
3. To supervise clerical staff in the SERVE office and assume responsibility for their total work load.

Personal Qualifications

The community relations worker should both like and respect older adults and enjoy working with them; should have the ability to talk easily and persuasively to groups; should be able to relate to, and gain the respect of, community leaders and staff at all levels of agency operation; should be a warm, outgoing person who is resourceful, perceptive, and able to exercise initiative. In addition, the worker should be sensitive to community relationships and personalities and should be able to assess the potential of agencies and volunteers.

APPENDIX J

SELECTED ARTICLES AND PUBLICATIONS ABOUT SERVE*

Community Service Society Publications

The Older Volunteer Speaks on New Roles in Retirement with Recommendations for the 1971 White House Conference on Aging. New York City: Community Service Society, Department of Public Affairs, 1970, 73 pp. (Available from Community Service Society, Price $1.50.)

SERVE: Newsletter, Nos. 1-18, 1967-1971, 8 pp.; published quarterly by Community Service Society, New York City.

Papers Presented at State, National and International Conferences**

The 21st Annual Meeting of the Gerontological Society, Denver, Colorado. Mary Zander, "Factors in Recruiting and Retaining Older Volunteers." November 1, 1968. (Mimeographed)

The New York State Welfare Conference, New York City. Janet Sainer, "Engaging the Elderly in Community Service." November 21, 1968. (Mimeographed)

The 96th Annual Forum, National Conference on Social Welfare, New York City. Janet Sainer, "Motivating, Recruiting and Retaining the Older Volunteer." May 29, 1969. (Mimeographed)

The Eighth International Gerontological Congress, Washington, D.C. Mary Zander, "Guidelines for Conducting a Viable Volunteer Program for Older Persons." August 29, 1969. (Mimeographed)

United States Senate Publications

Older Americans Community Service Program. Washington, D.C.: Hearings before the Special Subcommittee on Aging of the Committee on Labor and Public Welfare, United States Senate, on S276. U.S. Government Printing Office, September 18 and 19, 1967, pp. 71-91.

Amending the Older Americans Act of 1965. Washington, D.C.: Hearing before the Special Subcommittee on Aging of the Committee on Labor and Public Welfare, United States Senate, on S268, S2120, and HR11235. U.S. Government Printing Office, June 19, 1969, pp. 126-139.

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